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ABSTRACT

The Texas Reading Club is designed to encourage youth to read for pleasure and to promote library usage.The theme for 2001 is "To the Library and Beyond!" and emphasizes ways in which a visit to the library leads young minds to explore world geography and cultures, nature and the environment, college and careers, computers, and great literature. A handbook is created each year to aid in planning and programming, and the handbook, along with posters, reading logs, bookmarks, and certificates are offered by the Texas State Library to encourage participation and support of this program. Included in this document are: the Texas Reading Club Proclamation (June 1, 2001); biographical information on this year's illustrator, and acceptable use of artwork policy; past themes and artists, as well as information on the 2003 theme/artist; words to the 2001 Texas Reading Club theme song; descriptions of the following available materials, with ordering information: program manual; posters and mini-posters; bookmarks; two reading logs; and certificates. Links to main pages and other related materials for past years are provided at the end of the document. (AEF)

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To The Library and Beyond!

2001 Texas Reading Club Manual

ED 475 308

IR058656

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To the Library and Beyond!

Reading Club Manual

Preface	1	Toddler Programs	53
About the Illustrator, Mark Teague	2	Preschool Programs	79
About the Authors	3	Elementary School Programs	102
Introduction	6	Young Adult Programs	121
Marketing, Cooperation, and PR	9	Bilingual Programs	134
Serving Children with Disabilities	13	Families and Small and Large Groups	165
Theme Song	15	Bibliography	187
Reading Club Kick-Off Celebrations	18	Acceptable Use of Clip Art	226
Stories, Puppet Plays, and Reader's Theater Scripts	30	Clip Art	227

To the Library and Beyond!

Preface

This manual is created for the 2001 Texas Reading Club, a program of the Texas State Library and Archives Commission. The theme, "To the Library and Beyond," invites children to explore the world, past, present, and future through the portal of books and their library.

The 2001 manual features a new concept in authorship. In previous years, a single librarian or team of librarians wrote the entire manual. This required an enormous contribution of time and creative energy. The authors made outstanding and lasting contributions to the Texas State Library and to children and children's librarians throughout Texas. Thank you to each and every one!

In the 2001 manual, children's librarians have written individual chapters in their areas of interest and expertise. Some of the most talented and enthusiastic children's librarians in Texas contributed a vast array of suggestions for wonderful age-appropriate programs. Please read about them in the section of this manual entitled, "About the Authors."

There are many exciting innovations in the 2001 Texas Reading Club Manual, including:

- A chapter containing suggestions for reading club kick-off celebrations
- Sheet music for the 2001 Texas Reading Club theme song
- A chapter featuring the puppet plays, stories, and reader's theater scripts
- A bilingual chapter
- A suggestion in the Young Adults chapter for a separate young adult reading club based on the theme, "No Limits - READ!"

I hope that you will explore this manual thoroughly and that you delight in the contributions of the authors. Most of all, I hope that this manual assists you in planning and hosting an enjoyable and successful 2001 Texas Reading Club.

I would like to express my gratitude to Jeanette Larson and Belinda Boon for their assistance in every aspect of planning the 2001 Texas Reading Club manual and for countless hours of proof-reading, to Shawn Clements and Michele Lamb for the beautiful formatting, to Linda Erwin and Dorothea Castañon for proof-reading the bilingual chapter, to the authors for contributing outstanding and original ideas, to Susan Travis for delightfully illustrating the crafts, to Mark Teague for his creative and inspiring clip art, and especially to the many children's librarians who promote this program year after year.

Christine McNew
Youth Services Consultant
Texas State Library and Archives Commission

To the Library and Beyond!

About the Illustrator, Mark Teague

Mark Teague has delighted young readers with more than twenty picture books. He has written many of them himself, including the popular *Pigsty, The Lost and Found, Baby Tamer,* and *One Halloween Night.* His first children's book, *The Trouble with the Johnsons*, inspired Publisher's Weekly to name him one of eleven prominent new artists and writers of 1989.

Teague is the illustrator of Cynthia Rylant's beloved Poppleton series for beginning readers. He is also the award-winning illustrator of Tony Johnston's *The Iguana Brothers* and two picture books by Audrey Wood, *The Flying Dragon Room* and *Sweet Dream Pie*, all of which were published to stellar reviews.

Mark Teague provided illustrations based on the Poppleton books for the AMERICA READS CHALLENGE: READ*WRITE*NOW! initiative to help children read well and independently by the end of the third grade. Mark and his wife live in Coxsackie, New York, with their young daughter Lily, who had a great time watching her dad paint the dinosaurs in *How Do Dinosaurs Say Good Night*?

Selected Books Written and Illustrated by Mark Teague

Teague, Mark. *Baby Tamer*. Scholastic, 1997.
Teague, Mark. *How I Spent My Summer Vacation*. Dragonfly, 1997.
Teague, Mark. *The Lost and Found*. Scholastic, 1998.
Teague, Mark. *One Halloween Night*. Scholastic, 1999.
Teague, Mark. *Pigsty*. Scholastic, 1994.
Teague, Mark. *The Secret Shortcut*. Scholastic, 1999.

Selected Books Illustrated by Mark Teague

Babcock, Chris. *No Moon, No Milk*. Random House, 1995.
Gelman, Rita Golden. *Que son los cientificos?* Cartwheel, 1995.
King-Smith, Dick.*Three Terrible Trins*. Random House, 1997.
Johnston, Tony. *The Iguana Brothers : A Tale of Two Lizards*. Cartwheels, 1995.
King-Smith, Dick. *Mr. Potter's Pet*. Disney, 1997.
Yolen, Jane. *How Do Dinosaurs Say Goodnight?* Scholastic, 2000.
Rylant, Cynthia. *Poppleton* by Cynthia. Scholastic, 1997.
Rylant, Cynthia. *Poppleton and Friends*. Scholastic, 1998.
Rylant, Cynthia. *Poppleton Everyday*. Scholastic, 1998.
Rylant, Cynthia. *Poppleton Forever*. Scholastic, 1998.
Rylant, Cynthia. *Poppleton in Fall*. Blue Sky Press, 1999.
Rylant, Cynthia. *Poppleton in Spring* . Scholastic, 1999.
Rylant, Cynthia. *Poppleton Through and Through*. Blue Sky Press, 2000.
Wood, Audrey. *The Flying Dragon Room*. Scholastic, 2000.
Wood, Audrey. *Sweet Dream Pie*. Scholastic, 1998.

To the Library and Beyond!

About the Authors and Illustrator

Elida Guardia Bonet

Elida Guardia Bonet, author of the "Bilingual Programs" chapter, is a storyteller and former teacher. As a storyteller, she has traveled throughout Texas and to Mexico, Guatemala, Panama, and Puerto Rico. Ms. Bonet has a B.A. in Spanish and History and an MA in Latin American Studies. Her fascination with folktales has led her back to the University of Texas at Austin to pursue graduate studies in folklore.

Lisa Coker

Lisa Coker has been the children's librarian at the Sterling Municipal Library in Baytown for the past seven years. After receiving her MLS from the University of North Texas, she worked for a year and a half at the Crosby Branch of the Harris County Public Libraries. She was selected as the recipient of the 2000 Siddie Jo Johnson award for excellence in children's services by the Children's Round Table of the Texas Library Association. Lisa is the author of the "Celebrations Programs" chapter.

Julie Cowan

Julie Cowan is a graduate of Trinity University and has been involved in the field of education for the past 22 years. For many years she was a teacher and school librarian, She is now an independent consultant and conducts workshops and training sessions for various districts and educational resource centers. Julie presented a very popular series of puppetry workshops throughout the State for the Texas State Library last fall. She is the author of two puppet shows for the 2001 Texas Reading Club manual.

Kathleen D. Green

Kathleen D. Green is the Assistant Branch Librarian/ Children's Librarian for the South Houston Branch of the Harris County Public Library System, and has been employed as a Children's Librarian for Harris County Public Library for eleven years. She holds a BA in Humanities from the University of Houston at Clear Lake, and an MLIS from the University of North Texas. Kathleen is the co-author of the "Preschool Programs" chapter.

Tina Hager

Tina Hager, author of the elementary chapter, has an MLS from Texas Woman's University and has been a Youth Services Librarian at the Carrollton Public Library for over three years. She has more than 20 years experience working in many types of libraries in many capacities from page to library director. Her career dream is to be a professional storyteller and children's author.

Adelle Muller-McKinstry

Adelle Muller-McKinstry is a graduate of the University of Michigan. She was a Children's Assistant at the Atascocita

Branch of the Harris County Public Library where she developed and presented children's programming. She has created and taught seminars on children's literature and sharing books with children. Since deciding to stay at home with her son, Adelle volunteers at the Fairbanks Branch Library of the Harris County Public Library. She is the co-author of the "Toddler" and "Preschool" chapters.

Dorothy McMahon

Dorothy McMahon, author of the stories, "Going to Round Rock" and "The Princess Who Wanted to Travel to the Moon," has a Bachelors in Education and an MLS. She worked in the educational field for over 30 years as a teacher and as an elementary school librarian and has presented workshops on storytelling, reading aloud, poetry, and puppetry for independent school districts, associations for the education of young children, parents, and for storytelling and puppetry organizations.

Sally Meyers

Sally Meyers has been the Children's Services Coordinator for the Tom Green County Library System in San Angelo for nine years. Previously she was teacher-director of La Escuelita Preschool. Sally served on the Texas Reading Club Advisory Committee from 1994-1998 and has written the summer reading theme song ever since 1995. She is a member of Children's Round Table's 2x2 Committee.

Leila Parrish

Leila Parrish, co-author of the "Toddler Programs" chapter, is a former children's librarian who has worked for both the Houston Public Library System and the Harris County Public Library System. Since leaving her professional role, Leila has remained active in working with children and parents through her participation in planning and presenting children's programs for a church-affiliated Mother's Day Out Program. Her daughter, Alexandra, co-authored one of the finger plays for the chapter.

Victor Lynn Schill

Victor Schill, co-author of the "Toddler" and "Preschool" chapters, is the Assistant Branch Librarian/Children's Librarian at the Fairbanks Branch Library of the Harris County Public Library. He holds a BA in History and an MLIS from the University of Texas at Austin. He is active in ALA, TLA, and the Houston Storytellers Guild. He is a Community Partner with the Houston Public Television Station, KUHT-TV (Channel 8), and is a trainer for the "Ready To Learn" Workshops provided by the Education and Outreach Department at Channel 8.

Gayle Travis

Gayle Travis wrote two readers theater scripts and one puppet play for the 2001 Teas Reading Club Reading Program Manual. Gayle also is the author of the 1995 Summer Reading Program Manual *"Once Upon a Planet"* and she presented workshops throughout the state based on the 1995 and 2000 manuals. Gayle has been a children's librarian in public libraries for ten years and earned her MLS at Texas Woman's University. She is an accomplished storyteller and story weaver.

Susan Travis

Susan Travis is the illustrator for the crafts in the 2001 Texas Reading Club Manual. She also illustrated the 1995 Texas Reading Club Manual. Ms. Travis holds a BA in Political Science, and an MA in International Relations. She recently returned from Lugano, Switzerland where she worked as Assistant Dean of Students for an American college. Ms. Travis currently lives in Ruidoso, New Mexico, and is pursuing her doctorate in Mythological Studies from Pacifica Graduate Institute.

Angel Vigil

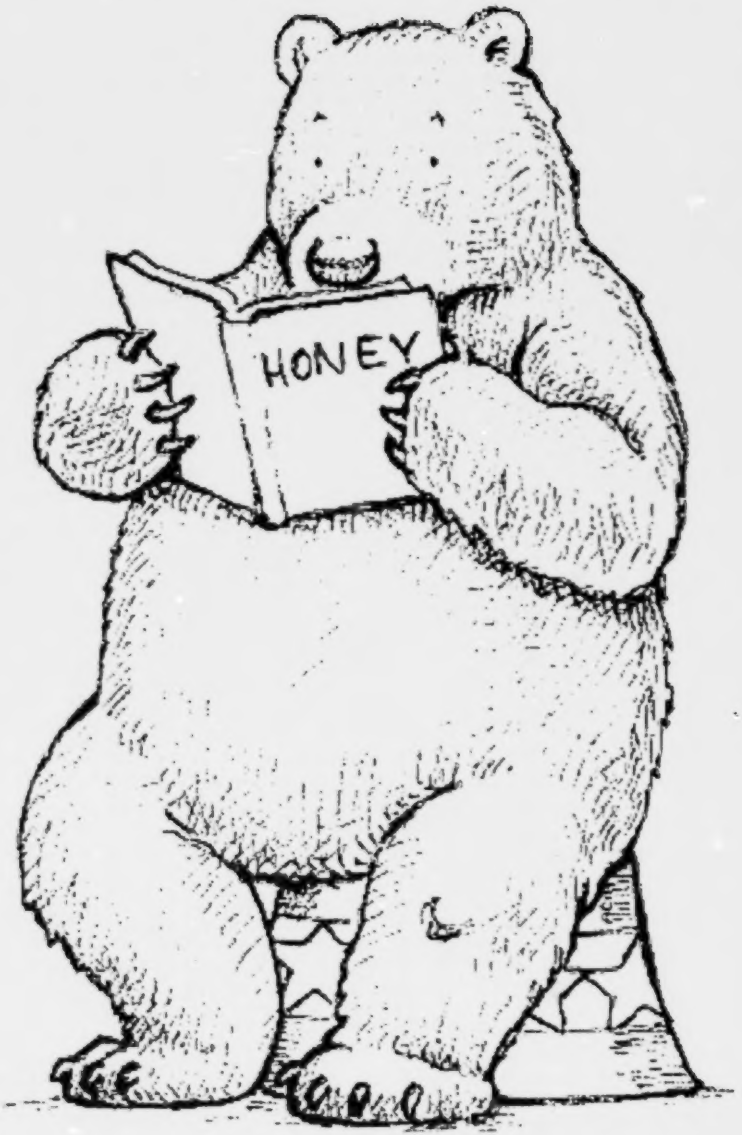
Angel Vigil is an author, storyteller, and teacher. He is the Chairman of the Fine and Performing Arts Department and Director of Drama at Colorado Academy, Denver, Colorado. Mr. Vigil is the recipient of many awards, including the Heritage Award from the Colorado Council of the Arts and the Governor's Award for Excellence in Education. He is the author of four books about folklore, theater, and cultural traditions of the Hispanic Southwest and Mexico. He is the author of the story, "The Owl and the Painted Bird / La Luchuza y el Pájaro Pintado."

Cara A. Waits

Cara A. Waits, Manager of the San Antonio Public Library Central Children's Department, has been a Youth Services Librarian for fourteen years. She earned her BA from Texas Christian University in Fort Worth and her MLIS from North Texas State University in Denton. She began her career with the Fort Worth Public Library and after two years continued it with the Tempe Public Library in Arizona. There she served on the Arizona State Summer Reading Committee for three years. She is the author of the Families and Small and Large Group Chapter.

Lisa Youngblood

Lisa Youngblood, author of the Young Adult Programs chapter, is the Library Director of the Harker Heights Public Library in Harker Heights, Texas. She received her MLIS from Texas Woman's University where she specialized in services to young adults. She has worked for 11 years in public libraries as a Children's Department Library Assistant, a Grants Resource Librarian, and a Young Adult Librarian and has designed and presented a variety of children's and young adult programs both in libraries and as outreach to schools and community organizations.



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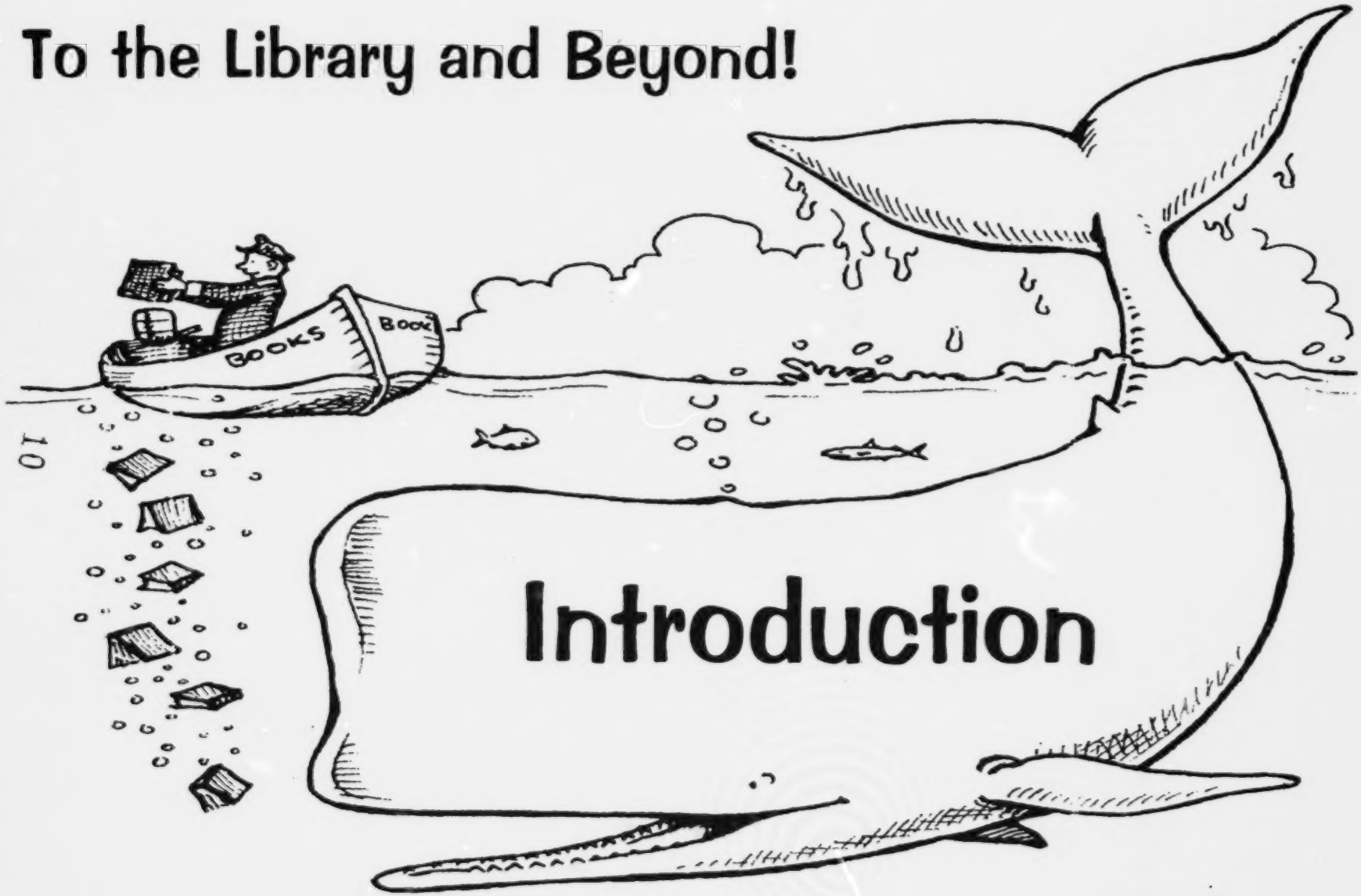


Introduction

To the Library and Beyond!

Introduction

Goals and Purpose

The goal of the Texas Reading Club is to encourage the children of Texas to become library users and lifelong readers. The purpose of this manual is to assist library staff who serve youth by suggesting ideas for programs that will attract children to the library. Our hope is that when youth of all ages discover that the library is a friendly, fun, welcoming place, they will avail themselves of the library collection, programs, and services. Then we will have succeeded in achieving our goal.

Using this Manual

The programs in each chapter feature a combination of the following components:

- Books to Share, Show, and Booktalk
- Bulletin Boards, Displays, and Decorations
- Fingerplays, Rhymes, Poems, and Songs
- Riddles, and Jokes
- Crafts, Games, and Activities
- Guest Speakers
- Musical Recordings, Videos, Web Sites, and CD-ROMs
- Reader's Theater Scripts, Puppet Shows, Stories, or Citations to books in which they may be located

The fun begins with the 2001 Texas Reading Club theme song "The Future and Beyond—2001" which is sung to the melody of Rossini's lively "William Tell Overture."

The first chapter contains three suggestions for celebrations to kick-off the Texas Reading Club: "A Deep Sea Celebration," "A Prehistoric Celebration," and "An Exploration Celebration." The bulletin board ideas in each program are based on the clip art in the back of this manual. Choose a theme that suits you and use the bulletin board and decorations all summer long!

An exciting addition to this year's manual is a chapter that features the puppet plays, stories, and reader's theater scripts. Use these to promote the Texas Reading Club during school visits and to enhance programs for children of all ages in the library.

The "Toddler," and "Preschool," chapters have suggestions for programs specifically designed for youth in those age groups. They include a wealth of original songs and fingerplays!

The "Elementary" chapter features wonderful ideas for crafts and activities that will appeal to school age children.

The "Bilingual" chapter contains program suggestions for Span-

ish-speaking youths from toddlers through teens. Many songs and wonderful suggestions for books and stories are included. An additional original story is a highlight of the this inspiring chapter.

The "Families and Small and Large Groups" chapter features programming ideas that will be enjoyed by participants of all ages. This fun-filled chapter includes "A Party with Harry Potter and His Friends."

To attract more young adults to the library and to encourage them to read, the "Young Adult" chapter includes a description of a separate reading club with the theme "No Limits - READ!" as well as many wonderful programming ideas.

Bibliographic information for titles in all chapters in all formats is compiled at the end of the manual in the bibliography. The bibliography is divided into sections for books, videos, audio recordings, and CD-ROMs. Your collections contain many additional titles relating to the program themes. Many of the professional resources cited may be ordered through interlibrary loan from the Library Science Collection at the Texas State Library. You may check holdings on the TSL web site at www.tsl.state.tx.us. For more information, please contact Anne Ramos at 1-800-252-9386 or anne.ramos@tsl.state.tx.us.

Clip Art

The clip art included at the back of this manual may be used for crafts, programs, or to decorate your library. Make mobiles with the clip art using sturdy paper plates. Punch holes around the edge with a hole punch and use yarn or string to attach the clip art. Enlarge or reduce the art depending on your needs. Cut out the patterns and color them. For more guidelines, please read the section in this manual entitled, "Acceptable Use of Clip Art."

Clip art may also be used for:

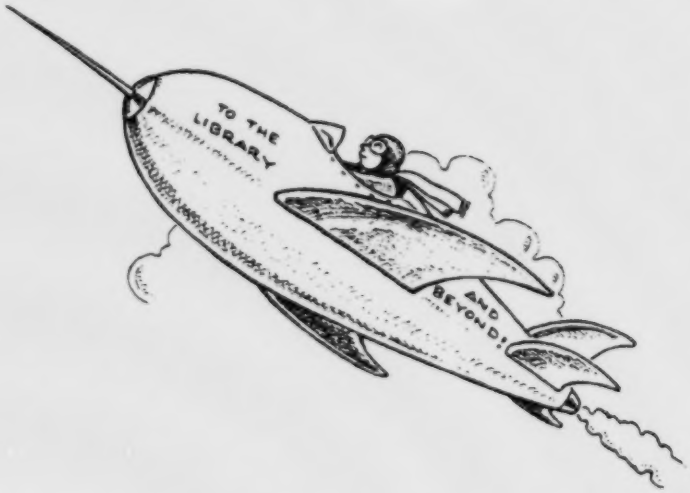
- Bulletin board decorations
- Tabletop decorations
- Program "favors"
- Take home coloring sheets
- Refrigerator magnets (copy, color and laminate. Buy a roll of magnetic tape from craft a supply store and glue to the back of the clip art.)
- Ceiling, window, or door decorations.

Library Outreach

Encourage as many children as possible to participate in the Texas Reading Club and to use the library resources through outreach programs and deposit collections. Try to take the Texas Reading Club to as many children as possible in underserved groups, such as those who are financially limited or without transportation. For instance, children in childcare centers might not have access through their providers. In order to reach them, bring resources and programs to them. Sponsor reading clubs in schools, childcare centers, family health centers, free food distribution sites, and other locations in your area of service.

Establish a depository collection at each outreach site so the children will have access to books. Plan programs such as puppet shows, crafts, storytelling performances, and story hours at these sites. Order extra Texas Reading Club logs, bookmarks, and certificates, and allow the organizations to administer the program and report their participation to you. The increase in your statis-

tics will demonstrate the value of your outreach program to your library administrators and local government officials. Make every effort to publicize your successful outreach programs in your community newspapers.



To the Library and Beyond!

Marketing, Cooperation and PR

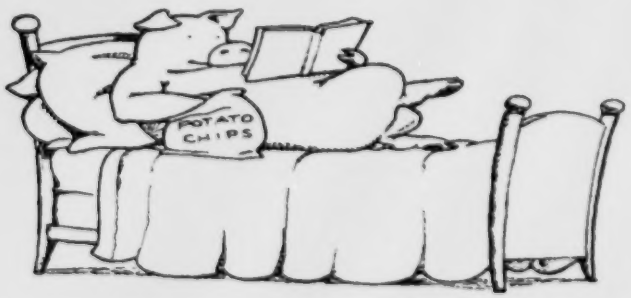
Marketing your programs is almost as important as the planning process. Children won't attend even the most wonderful programs unless they and their parents are aware of them. Develop a media kit for reading club programs and related activities that provides information about the events and includes:

- Press releases
- A schedule of events
- A feature story about the reading club
- Public Service Announcements
- Letters for newspapers, schools, city officials about the events.

Tips on Writing Publicity Releases

- Double-space all releases
- Limit it to one page
- Write short, concise paragraphs that include all essential information: who, what, where, when, why, and how
- Do not assume the reader knows anything about the library. Include library hours, phone number, and location
- Attach a Texas Reading Club flyer to your news release

For more information about publicity, please read *Marketing the Texas Reading Club* (1993), which is available from the Texas State Library Library Science Collection. Please contact Anne Ramos at 1-800-252-9386 or anne.ramos@tsl.state.tx.us.



To the Library and Beyond!

Public Service Announcement

For further information, please contact:

Name/Title:_____

Organization: _____

Phone Number:_____

Fax: _____

E-Mail: _____

Audience: Children and Families

Start Date: _____ End Date: _____

Come and explore travel, computers, careers, history, and prepare for your future at the _____ Library this summer.

Check out books and come to our programs for children and Young Adults. "To the Library and Beyond," the 2001 Texas Reading Club begins on _____.

Come and join in the fun! For more information, please call _____.

COOPERATION WITH SCHOOLS

An important way to publicize the reading club is through school visits. Schools and teachers are natural allies in encouraging children to read during the summer. Cooperate with them in any way possible.

School Visits

Call or write your school district's administrative office in February or March and ask permission to promote your library's summer reading programs. Then call principals, teachers, or school librarians in March or April and schedule the visits for late April or early May. Schools are happy to have librarians visit in the last weeks of school.

Make your visits entertaining. Dress up like a camper and carry a backpack full of riddles, jokes, and stories related to the theme. Tell the students about the Texas Reading Club, entertain them with stories, songs, puppet plays, or music, according to your talents. Promote your library's programs and leave a poster with the date on which your reading club begins written on it as a reminder. Ask the school librarian to display it in a prominent spot.

Take bookmarks, posters, and program flyers with you. If possible, print or stamp enough bookmarks with your summer program dates and library hours so that one may be given to each child. Some schools will even include reading club flyers with end of the year report cards.

Sample Letter to Schools

Dear Teachers and Administrators,

The _____,
(Library)
in cooperation with the Texas State Library and Archives Commission, is pleased to announce the 2001 Texas Reading Club. The theme is "To the Library and Beyond!"

The purpose of the Texas Reading Club is to promote reading, stimulate curiosity, and attract children to the library. The emphasis is on having fun with books, and helping children retain valuable reading skills during their summer vacations. The Texas Reading Club is a self-paced reading program in which children keep track of the books they read. Children may register at the Library beginning on _____.
(Date)

Many activities are also planned at the library this summer to highlight this year's theme. May we have your help in encouraging students to visit the public library this summer? A staff member from our library would be happy to visit the elementary and middle schools in your district in May to tell the children about the summer reading club and about the other children's programs at the library. I look forward to hearing from you.

Sincerely,

_____
(Your Name)

_____
(Your Title)

Sample Letter to Parents and Guardians

Dear Parent or Guardian,

To encourage your child to read this summer, the

_____
(Library)
is sponsoring the 2001 Texas Reading Club. The theme for this club is "To the Library and Beyond!" The library will offer many activities that make reading fun. These programs begin _____ and end _____.
(Date) (Date)

Contact the library at _____
(Phone Number)
for a schedule of the planned activities.

Encourage your child to participate in the Texas Reading Club! By doing so, you will help your child retain hard-earned reading skills acquired during the school year. The library has books, audiocassettes, and videos available for check out. Your family can explore the darkest jungles and the highest mountains with an inexpensive trip to the library and your library card is free!

See you at the library!

Sincerely,

_____
(Your Name)

_____
(Your Title)

Sample Letter to Preschool/Daycare Center

Dear Preschool/Daycare Center Staff,

The _____ is pleased to
(Your Library's Name)

announce "To the Library and Beyond!" This is the theme of the 2001 Texas Reading Club. Preschool children can participate and receive awards by joining the Read to Me Club and listening to books that are read to them. Children who read can join the Texas Reading Club and receive recognition for the number of the books read or the amount of time spent reading.

_____
(Your Library's Name)

also provides special programs just for daycare centers. Please call the library at _____to
(Phone)

register for the Texas Reading Club, for information on our special daycare programs, and for a complete schedule of daycare events at the library.

In addition, please contact the library for information about obtaining a library card for your school or daycare, audiovisual materials for checkout, and activities, games, and arts and crafts that build reading skills and the enjoyment of reading.

Sincerely,

_____
(Your Name)

_____
(Your Title)

Serving Children with Disabilities

The Americans with Disabilities Act (ADA) states that reasonable accommodations must be made for persons with disabilities in library buildings, programs, and materials. When putting together programs and activities for the 2001 Texas Reading Club, keep in mind that whatever works for children with disabilities will work for all children. With a little planning, simple, inexpensive adaptations can be introduced to program sites and materials to enable more children to enjoy the activities.

The Talking Book Program (TBP), a division of the Texas State Library and Archives Commission (TSLAC), has a Disability Information and Referral Center (DIRC) that provides information to any interested persons about adaptive equipment, games and toys, support groups, the Americans with Disabilities Act, and other topics. Questions will be answered by staff or referred to other resources. The DIRC can be reached at 1-800-252-9605 (in Texas) or 512-463-5458 (in Austin) or by email at tbp.services@tsl.state.tx.us.

The Talking Book Program

The Talking Book Program (TBP) is a joint state and federal program that provides unabridged books in alternate formats for Texans of all ages who are unable to read standard print material due to visual, physical, or reading disabilities. The service is free of charge and available to those who qualify because they are unable to read standard print material as a result of temporary or permanent visual or physical limitations.

A properly certified application must be submitted for each prospective patron verifying that the applicant meets one or more of the federal eligibility criteria, namely: blindness, a visual disability of sufficient severity to prevent the reading of standard print without the use of an aid other than prescription glasses, a physical disability that prevents the individual from holding a book or turning the pages, or a reading disability that is physically based and of sufficient severity to prevent the reading of standard print material in a normal manner. Applications submitted for individuals with reading disabilities must be certified by a medical doctor or doctor of osteopathy. Applications submitted for individuals with other disabilities can be certified by a number of professionals in various fields related to health care, education, or rehabilitation, or by a professional librarian or library director.

TBP provides books on cassette tape, in braille, and in large print. Special playback equipment is loaned free of charge for use with books in cassette. All materials circulate to TBP patrons free of charge through the regular U.S. Postal service.

Because TBP patrons are located throughout the state, and interaction is limited to the telephone and the mail, TBP encourages younger patrons to participate in the Texas Reading Club activities sponsored by public libraries in their communities. TBP will continue to provide the books in alternative media needed.

Please refer any individual qualified to use our service to TBP for an application, or call and request applications and brochures to keep in your library. Help young readers with disabilities in Texas make the most of the Texas Reading Club experience.

Call or write TBP with your questions or requests for applications:

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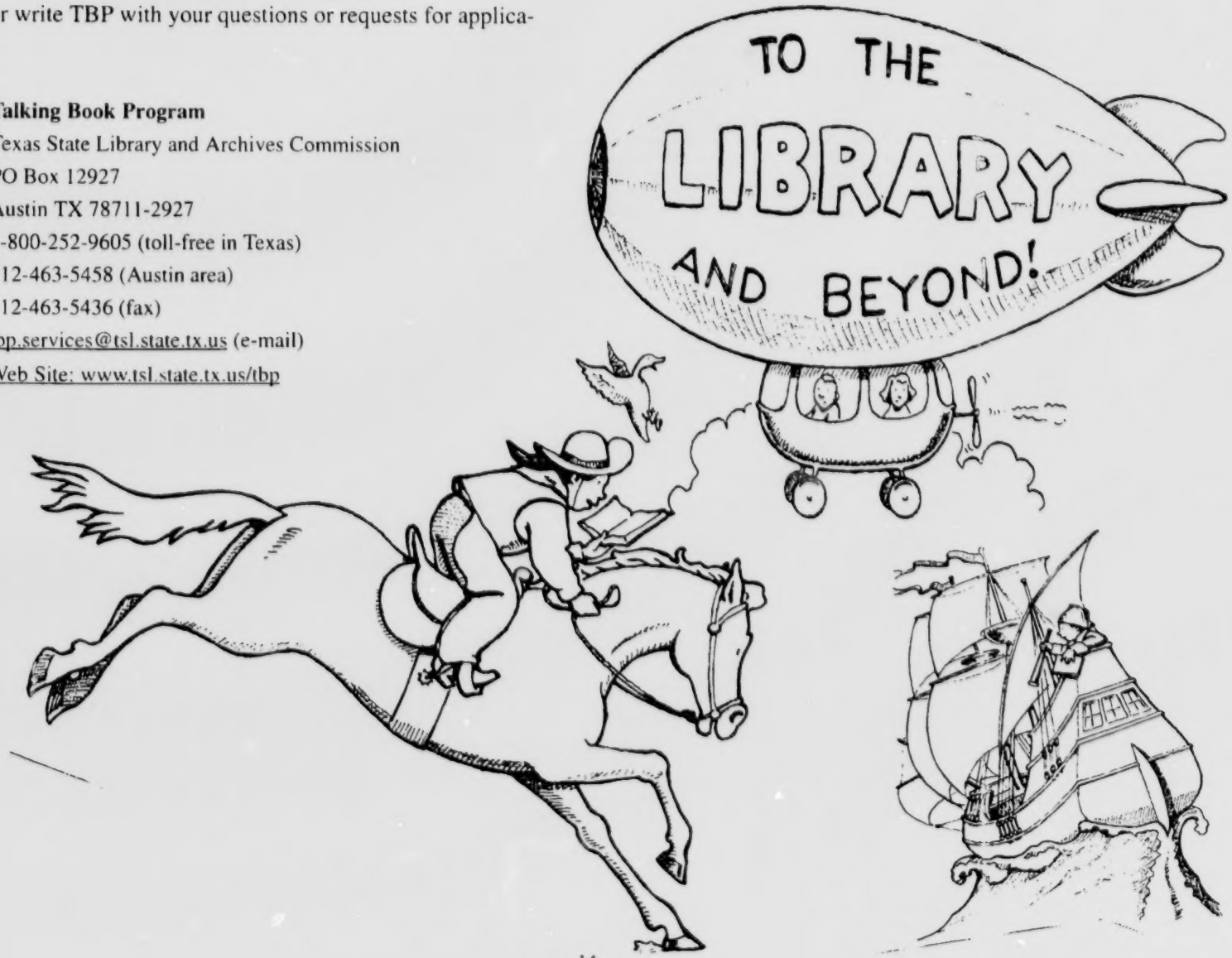
tbp.services@tsl.state.tx.us (e-mail)
Web Site: www.tsl.state.tx.us/tbp



To the Library and Beyond!

When We Read Overture: The Future and Beyond—2001

(Sung to the Tune of the *William Tell Overture* by Rossini)

By Sally Meyers

When we read, we explore through all space and time.
We unlock ev'ry corner of our minds.
We will find new adventures of many kinds;
Go to places that are hard to find.

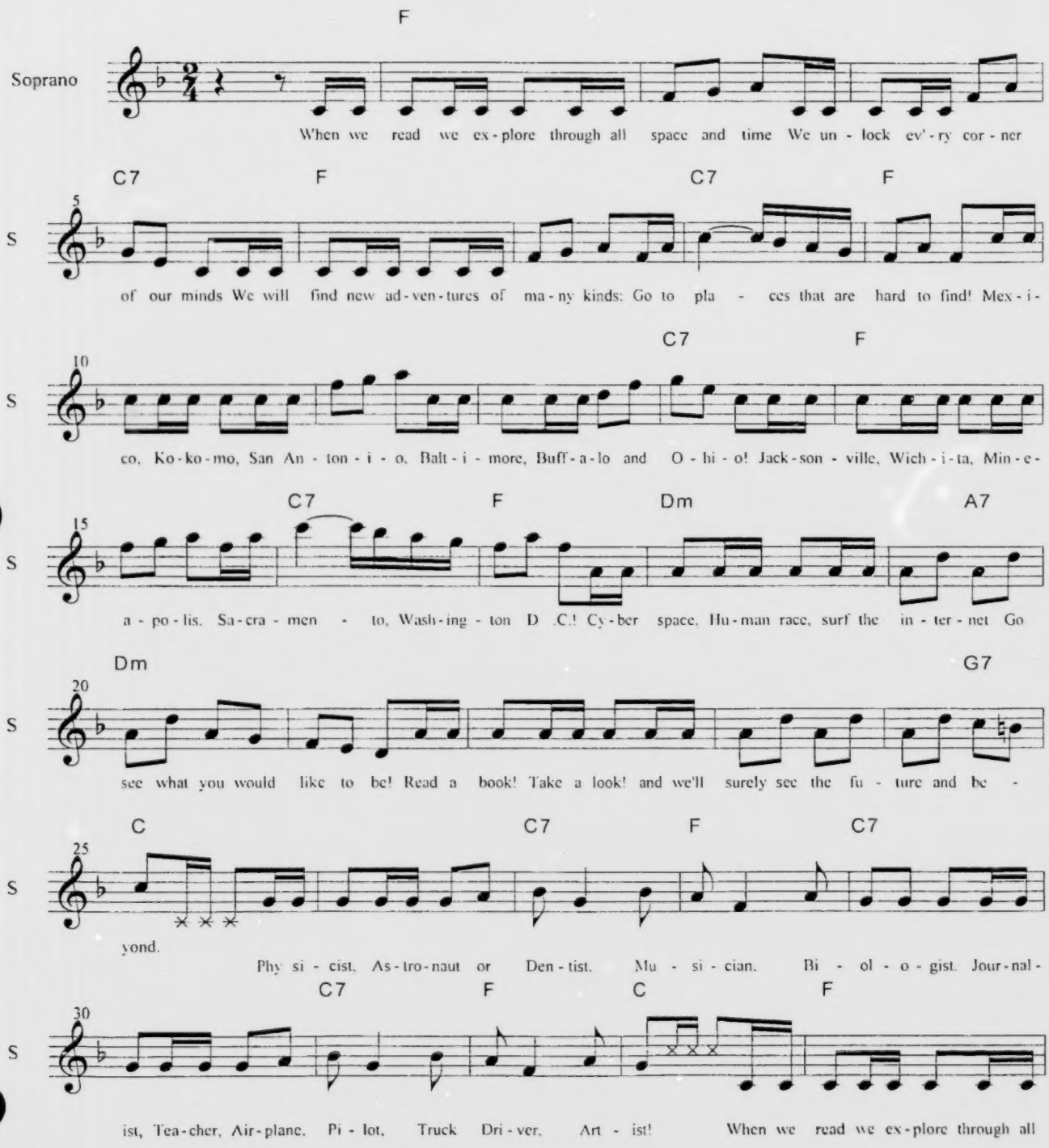
MEXICO, KOKOMO, SAN ANTONIO
BALTIMORE, BUFFALO, AND OHIO
JACKSONVILLE, WICHITA, MINNEAPOLIS
SACRAMENTO, WASHINGTON D.C.

Cyberspace, Human Race, Surf the Internet
Go see what you would like to be.
Read a book, take a look, and we'll surely see,
The Future and Beyond!

PHYSICIST, ASTRONAUT OR DENTIST
MUSICIAN, BIOLOGIST.
JOURNALIST, TEACHER, AIRPLANE PILOT,
TRUCK DRIVER, ARTIST

When we read we explore through all space and time
We unlock ev'ry corner of our minds
And we find new adventures of many kinds.
Meet new faces that are fun to find.

BREMEN BAND, NEVERLAND, AND A DOG NAMED HANK,
CHARLOTTE'S WEB, MADELINE, AND THE BFG!
SEUSS'S CAT, WILBUR'S RAT, AND BUNNICULA!
MEET NEW FRIENDS, AND READ A BOOK WITH ME!

When We Read Overture--"The Future & Beyond--2001"

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Soprano
When we read we ex-plore through all space and time We un-lock ev'-ry cor-ner
C7 F C7 F
5
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of our minds We will find new ad-ven-tures of ma-ny kinds: Go to pla - ces that are hard to find! Mex-i-
C7 F
10
S
co, Ko-ko-mo, San An-ton-i-o, Balt-i-more, Buff-a-lo and O-hi-o! Jack-son-ville, Wich-i-ta, Min-e-
C7 F Dm A7
15
S
a-po-lis, Sa-cra-men - to, Wash-ing-ton D.C.! Cy-ber space, Hu-man race, surf the in-ter-net Go
Dm G7
20
S
see what you would like to be! Read a book! Take a look! and we'll surely see the fu - ture and be -
C C7 F C7
25
S
yond.
Phy si - cist, As-tro-naut or Den-tist. Mu - si - cian. Bi - ol - o - gist. Jour-nal-
C7 F C F
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ist, Tea-cher, Air-plane. Pi - lot, Truck Dri-ver. Art - ist! When we read we ex-plore through all

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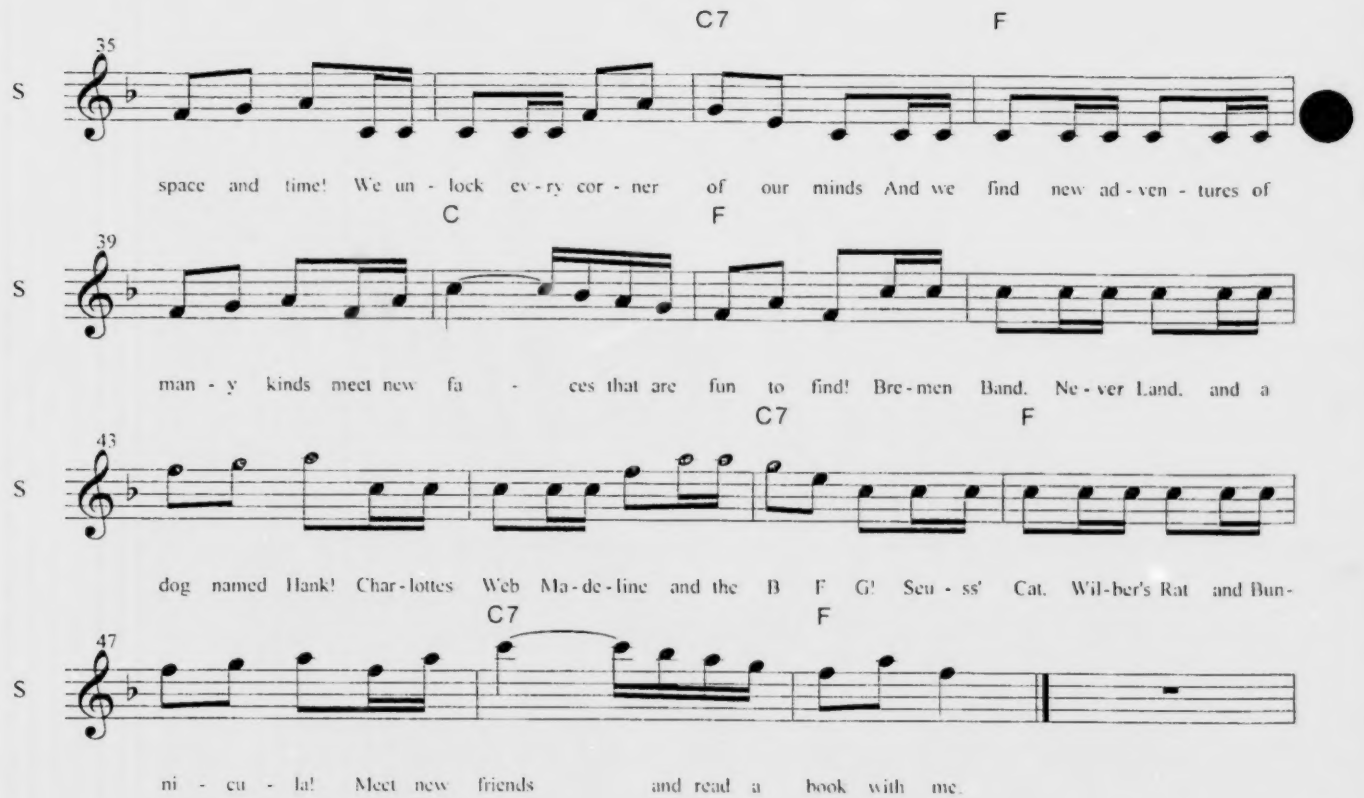
C7
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35
S
space and time! We un - lock ev - ry cor - ner of our minds And we find new ad - ven - tures of
C
F
39
S
man - y kinds meet new fa - ces that are fun to find! Bre - men Band. Ne - ver Land. and a
C7
F
43
S
dog named Hank! Char - lottes Web Ma - de - line and the B F G! Seu - ss' Cat. Wil - ber's Rat and Bun -
C7
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47
S
ni - cu - la! Meet new friends and read a book with me.

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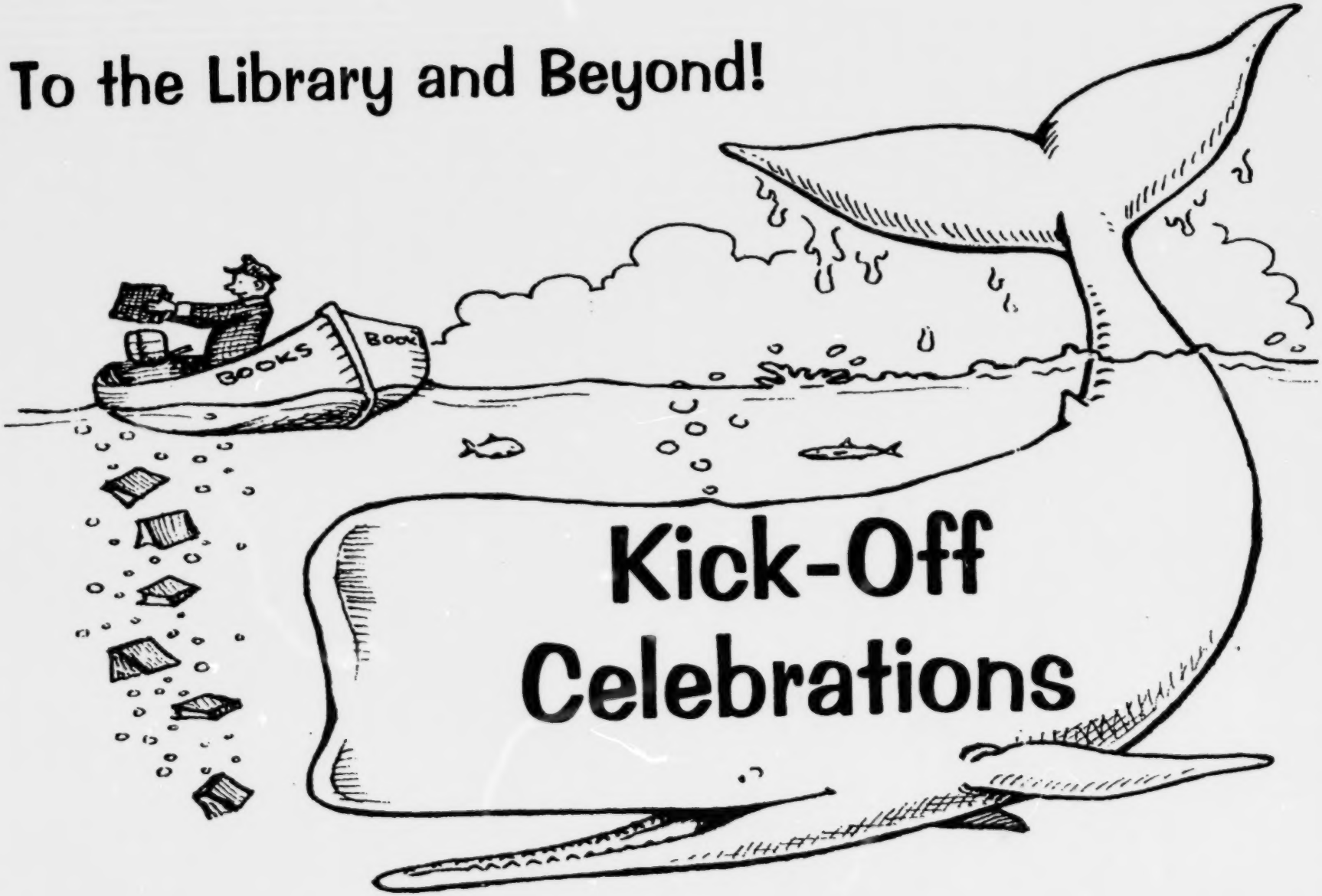
To the Library and Beyond!



Kick-Off Celebrations

To the Library and Beyond!

Reading Club Kick-Off Celebrations

by Lisa Coker

A Deep Sea Celebration

Wear beach attire for this Texas Reading Club kick-off party. Prepare a table with an ocean motif where children may sign up for the reading club. Place a large boat made out of poster board in front of the desk. Place your reading logs and other items in boxes decorated with fish, shell, boats, and other items related to a trip to the beach.

Books to Display or Booktalk

Big Al by Andrew Clements.
Blue Sea by Robert Kalan.
The Great White Man-Eating Shark by Margaret Mahy.
Just Like Daddy by Frank Asch.
Sand Cake by Frank Asch.
Very Last First Time by Jan Andrews.
20,000 Baseball Cards Under the Sea by Jon Buller.
Cyrus the Unsinkable Sea Serpent by Bill Peet.
Evil Under the Sea: A Miss Mallard Mystery by Robert Quackenbush.
Magic School Bus on the Ocean Floor by Joanna Cole.
Swimming with Sharks by George Twig.

Bulletin Board

Deep Sea Reading

Enlarge the clip art pictures of the whale or the ship for your bulletin board. Make it as colorful as you wish!

Cut blue construction paper or butcher paper cut into the shape of ocean waves. Attach several waves of varying heights that stretch the length of bulletin board. Place the clip art pictures on the waves.

Add various types of fish shapes. Tuck book jackets into the waves or write authors' names and/or titles on fish and dolphins leaping through the air.

Decorations

Collect beach items such as umbrellas, beach towels, and beach balls and set them around the room. Hang or dangle seaweed or fishnets from the ceiling by looping twisted

green crepe paper across the room. Hang fish, starfish and sea monsters from the ceiling. Let the children cut out and color fish as a craft activity and tie them to strings that have been affixed to the ceiling.

Name Tags and Stickers

Give the children fish-shaped name tags and stickers after they register for the Texas Reading Club.

Snacks

Serve gummy fish and goldfish crackers in small, disposable cups. Serve blue-colored punch in a fish bowl, tank, or glass punch bowl in which you have placed floating plastic fish. Or, add gummy fish to blue Jello™, and mold it into the shape of a fish.

Fish Guess

Fill a fish bowl full of goldfish crackers or gummy fish. The child who guesses the number closest to the actual number of fish wins a prize, which might be the goldfish bow or one of the magic wave bottles described below.

Magic Wave in a Bottle

Make this in advance and set it on the reading club sign-up table. Provide printed directions so children can make their own Magic Wave in a Bottle at home.

Materials:

- 2 liter or smaller plastic soda or water bottle
- Water
- Blue and green food coloring
- Glitter
- Duct tape
- Washer or large nail
- Plastic sea creatures
- Mineral oil

Directions:

Place a heavy item such as a washer or large nail into the bottle. Fill it half way with water. Add several drops blue and green food coloring until the water is "ocean colored." Add small plastic fish or other sea creatures. Sprinkle in a dash of glitter and top it off with mineral oil. Make sure the bottle is completely filled. Dry the lid, screw it on tight, and wrap it with duct tape.

Musical Recordings

Play recordings of ocean waves, or try some of these!

"At the Codfish Ball" on *Singin' in the Bathtub* by John Lithgow.

"At the 'Quarium" on *Balloon-Alloon-Alloon* by Tom Paxton.

"The Dancing Fish" on *All Aboard the Learn Along Train* by Janice Buckner.

"Three Little Fishies" on *Bathtime Magic* by Joanie Bartels.

Make and Take Crafts

Put the materials for these crafts on tables and let the children make them throughout the day as they come to the library to sign up for the Texas Reading Club. Assign teen volunteers to help as needed. Display books, videos, and CD-ROMS about the ocean and ocean creatures.

Goldfish Bowl

Materials:
- Patterns at the end of this chapter
- Glue sticks
- Crayons and markers
- Blue construction paper for each child

Directions:
At the end of this chapter are patterns for three goldfish, a goldfish bowl, and seaweed. Trace the patterns for the goldfish onto gold construction paper, the goldfish bowl onto white construction paper, and the seaweed onto green construction paper and cut them out. Let the children glue the fish and seaweed onto the goldfish bowl and color them.

Weave a Fish

This craft may be found on page 58 of *The Kids' Science Book* by Robert Hirschfeld.

Materials:
- Pattern at the end of this chapter
- 8 ½" x 11" green construction paper
- Five 5" strips of orange, red, or yellow colored construction paper per child
- Glue sticks
- Crayons

Directions:
Trace the fish pattern at the end of this chapter onto sheets of green construction paper and cut it out. Fold it in half and cut eight 1 1/2" slits along the body. Cut 5 strips 5" long and ½" wide for each child from colored construction paper. Let the children weave the strips in and out of the fish's body to make a checkerboard pattern. They can glue each end of the strip to the back of the fish.

Activities and Games

Ask volunteers to help with the children with these games throughout the day.

Go Fish

Tie yarn to fishing poles, bamboo sticks, short dowel rods, or sticks from trees. Affix a magnet or magnetic tape to the end of the yarn. Cut fish out of paper, punch holes near the mouths, and thread paper clips through the hole. Place them in a plastic bowl, small inflatable pool, or lay them on a round piece of blue posterboard. While the children "fish," play the songs "The Dancing Fish" by Janice Buckner and "Three Little Fishies" by Joanie Bartels.

Sea Toss

For younger children, get some large boxes, cover them with blue construction paper and decorate them with fish and shells. Let the children take turns tossing beach balls into them. If the children toss three in a row into the box, give them a prize, such as a sticker.

For older children, cut sand dollars out of cardboard and let the children toss them into the box like Frisbees™.

Web Sites

Show the children these and web sites about the ocean.

Fish FAQ
www.wh.whoi.edu/homepage/faq.html

Monterey Bay Aquarium
www.mbayaq.org/

Secrets of the Ocean Realm
www.pbs.org/oceanrealm/index.html

Video

Throughout the day, show a video or 16 mm film about fish. (Be sure that you have public performance rights.)

CD-ROM

If you have a CD-ROM such as *Oceans Below* by Mindscape, share it with children at your kick-off celebration.

A Prehistoric Celebration

Dress like a cave person or the Flintstones for this kick-off celebration party!

Books to Display or Booktalk

A Boy Wants a Dinosaur by Hiawyn Oram.
Can I have a Stegosaurus, Mom? Can I? Please? by Lois Grambling.
How Do Dinosaurs Say Goodnight? by Jane Yolen.
Mik's Mammoth by Roy Gerrard.
Prehistoric Pinkerton by Stephen Kellogg.
Sammy and the Dinosaurs by Ian Whybrow.
Saturday Night at the Dinosaur Stomp by Carol Diggory Shields.
The Dinotopia series by James Gurney.
Jacob Two-Two and the Dinosaur by Mordicai Richler.
Time Flies by Eric Rohmann.
Tyrannosaurus Was a Beast by Jack Prelutsky.

Bulletin Board

More to Roar About: Dinosaur Books

Enlarge the clip art picture of the triceratops for your bulletin board. Surround the bulletin board with jackets of books about dinosaurs and prehistoric animals.

Decorations

Hang green streamers and green balloons. Imagine a prehistoric jungle with huge ferns cut out of green paper. Cut out an oval with pointed ends and cut slits along each side to make the fronds. Put the ferns together in clusters and add a brown tree trunk out of twisted brown paper. Bend the leaf edges forward. Have huge dinosaur heads peeking from behind the leaves or from a slightly opened closet door.

Snacks

Serve dinosaur shaped graham crackers and green-colored "swamp" punch. Add some fog by floating a few pieces of dry ice in the punch.

Name Tags and Stickers

Let the children change their names to sound like dino-

saurs, for example, Michael would become, Michaelasaurus. Heather could be Heatheratops. Give them dinosaur shaped name-tags on which to write their dinosaur names. Give stickers to the younger children.

Musical Recordings

Play some of these songs during your celebration!

"Dinosaur Bones," "Dinosaur Choir," "Dinosaur Tooth Care," and "I'm a Three-toed Triple-eyed Double Jointed Dinosaur" on *Dinosaur Choir* by Bonnie Phipps.

"If I Had a Dinosaur" on *More Singable Songs* by Raffi.

"We Are the Dinosaurs" on *Big Trouble* by Trout Fishing in America.

Make and Take Crafts

Prepare for these crafts and set the materials on a table for the children to make when they sign up for the Texas Reading Club. Assign student volunteers to help as needed. Display books, videos, and CD-ROMS about prehistoric animals, fossils, explorers, and archeology.

Pasta Bones

We know dinosaurs existed because we have found their bones and fossils.

MATERIALS:

- 8 ½" x 11" brown or black construction paper
- White glue
- 25-30 pieces of various kinds of pasta for each child
- Pictures of fossils

DIRECTIONS:

Give the children different kinds of pasta to arrange and glue onto brown or black construction paper in the shape of a dinosaur skeleton.

Dinosaur Puppet

MATERIALS:

- Lunch sacks
- Markers or crayons
- Wiggly eyes
- Plastic jewels
- Glitter
- Feathers
- Pasta
- Glue sticks

DIRECTIONS:

Give the children white lunch sacks and plenty of things to decorate their dinosaurs. Let them turn the sacks into dinosaur puppets with scales and big teeth. Have a roaring contest with the puppets.

Activities and Games

Ask teen volunteers to help with the children with these games throughout the day.

Digging Up Dinosaurs

Fill a large box with "popcorn" packing material and mix in plenty of small, plastic dinosaurs. Let the children "dig" for them. Set a limit on the number each child can find. Let the children keep them or bury them and find them

again. Play Bonnie Phipps' *Dinosaur Choir* tape while they search. Bags of the colorful dinosaurs can be purchased in large quantities at craft and party stores.

Dinosaur Stomp
Read *Saturday Night at the Dinosaur Stomp*. Let the children march like a Tyrannosaurus Rex, fly like a Pterodactyl, lumber slowly like a Brontosaurus munching on plants in a parade through the library carrying one of their dinosaur crafts. Play "We Are the Dinosaurs" by Trout Fishing in America. Following the parade, lead the children outside for a "Prehistoric Picnic." Advertise for children to bring a sack lunch. Serve sugar free lemonade and dinosaur graham crackers. Spread sheets under shady trees for the children to sit on. Continue reading stories or just sit back and relax.

Guest Speaker
Invite a paleontologist, archaeologist, or student expert from a nearby natural history museum, university, or junior college to bring artifacts and speak to the children.

Web Sites
Show the children these and other web sites related to dinosaurs.

Dinosauria Online
www.dinosauria.com/

Discovery Online: Dinosaurs/Fossils Guide
www.discovery.com/guides/dinos/dinos.html

Encyclopedia Britannica
http://dinosaurs.eb.com/

Texas Dinosaurs
www.tpwd.state.tx.us/adv/kidspage/dinos/txdinos.htm

Video
Throughout the day, show a video or 16 mm film about dinosaurs. (Be sure that you have public performance rights.)

CD-ROM
Show the children CD-ROMs about dinosaurs such as *The Land Before Time: Activity Center* by Sound Source.

Professional Resources
The Big Beast Book by Jerry Booth.
Crafts for Kids Who Are Wild About Dinosaurs by Kathy Ross.
Shake Rattle & Roll by Spencer Christian.

An Exploration Celebration
Dress like an archeologist, explorer, Tarzan, or a wild animal for this kick-off party! Decorate your reading club sign-up table with a wild animal and jungle motif.

Books to Display or Booktalk
Cloudy with a Chance of Meatballs by Judi Barrett.
The Secret Shortcut by Mark Teague.
That's Good! That's Bad! by Margery Cuyler.
Two Bad Ants by Chris Van Allsburg.

We're Going on a Lion Hunt by David Axtell.
Where the Wild Things Are by Maurice Sendak.
How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer.
"Magic Tree House" series by Mary Pope Osborne.
"Time Warp Trio" series by John Scieszka.
Top of the World: Climbing Mt. Everest by Steve Jenkins.

Bulletin Board

Get a Library Card - Your Ticket to Adventure

Enlarge the clip art picture of the blimp, the hot air balloon, or the child on top of a mountain for your bulletin board. Blow up a copy of your library's card and affix it below. Place book jackets about travel, jungles, and rainforests, countries, states, and explorers around the card. Put the words, "Visit Faraway Places All from the Comfort of Your Library!" on your bulletin board.

Name Tags and Stickers

Give the children nametags in the shape of jungle animals when they sign up for the reading club.

Snacks

Serve wild game animal crackers.

Musical Recordings

Play a recording of jungle sounds.

Make and Take Crafts

Place the materials for these crafts on a table for the children to make when they sign up for the Texas Reading Club. Assign student volunteers to help as needed. Display books, videos, and CD-ROMS about animals, the jungle and rain forest, explorers, and archeology.

Making Mischief

MATERIALS:
- A white sock
- Glue
- Felt
- Yarn
- Jewels
- Markers for each child

DIRECTIONS:
Read *Where the Wild Things Are* or show the video. Give each child a sock and various decorations. Using fabric glue, turn the socks into puppet "wild things."

Look Out! Binoculars!

MATERIALS:
- Two toilet paper tubes
- A glue stick
- A 30" piece of yarn
- Markers for each child

DIRECTIONS:
To make binoculars, let your young explorers decorate two toilet paper tubes and glue them together. Punch a hole on each side of the tubes and tie on a piece of yarn through the holes so that children can wear them around their necks.

Activity and Games

Bear Toss

Trace the bear pattern at the end of this chapter onto a posterboard. Cut out the mouth. Tape the bear over the open end of a box. Let the children throw beanbags or zip-lock baggies filled with rice into the bear's mouth. Give them prizes such as stickers.

Wild Egg Hunt

Let the children decorate paper lunch bags with crayons and stickers and stamps of wild animals to make "wild game" bags. Put small plastic wild animals or stickers of animals such as giraffes, bears, and foxes inside plastic Easter eggs and hide them. Sing "A Hunting We Will Go" as the children go on a "Wild Egg Hunt" and put their eggs in their "hunting" or "wild game" bags.

Videos

Throughout the day, show a video or 16 mm film about jungle animals. (Be sure that you have public performance rights.)

Web Sites

Show the children web sites such as these about explorers.

Discoverer's Web
www.win.tue.nl/~engels/discovery/

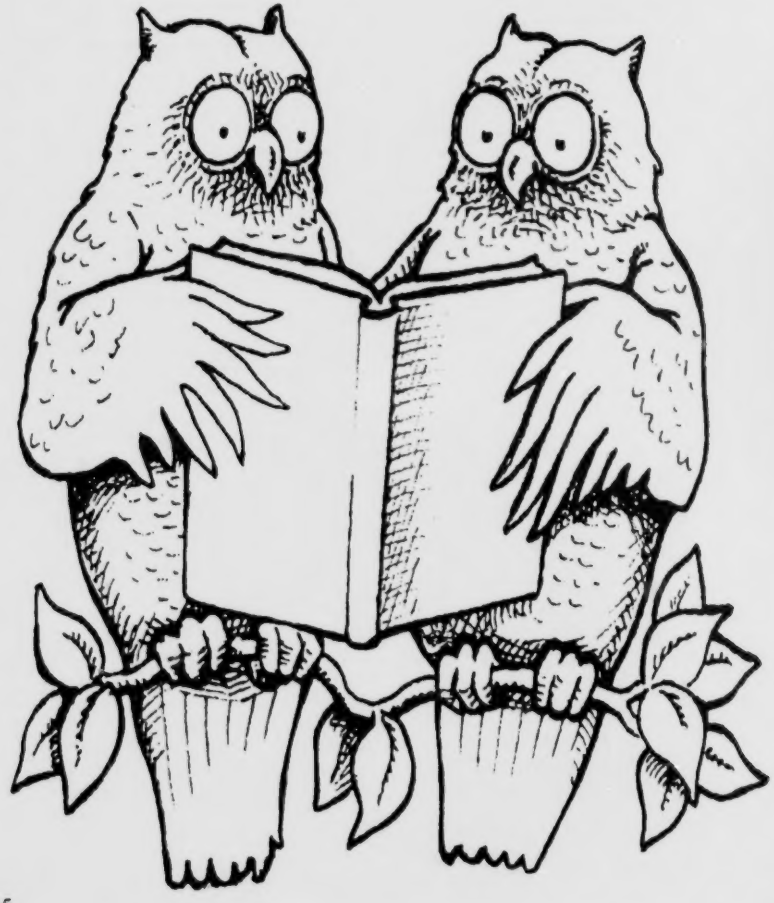
Explorers of the Millenium
http://tqjunior.advanced.org/4034/

CD-ROM

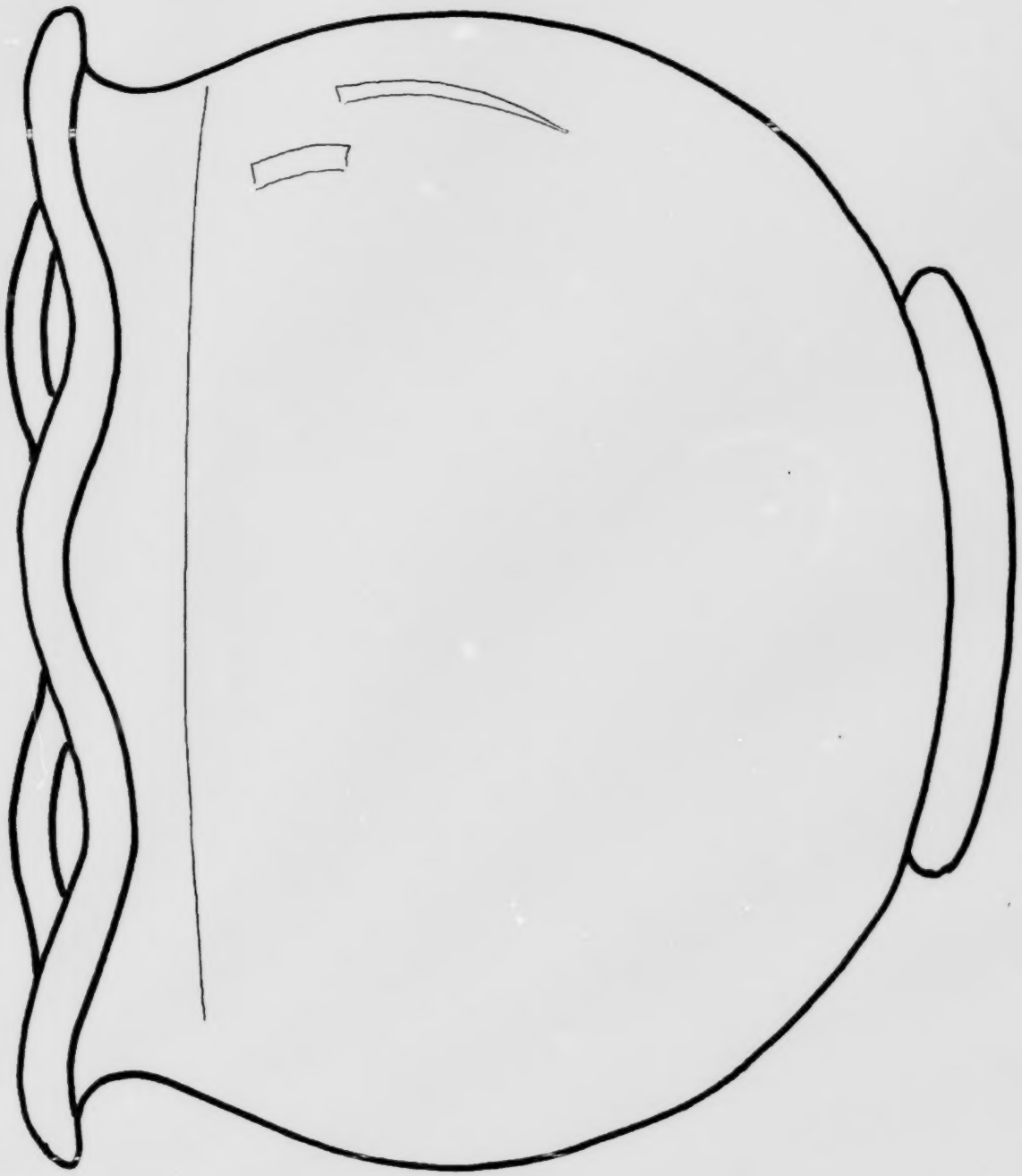
Show the children CD-ROMS such as *My First Amazing World Explorer 2.0* by DK Interactive Learning.

Professional Resources

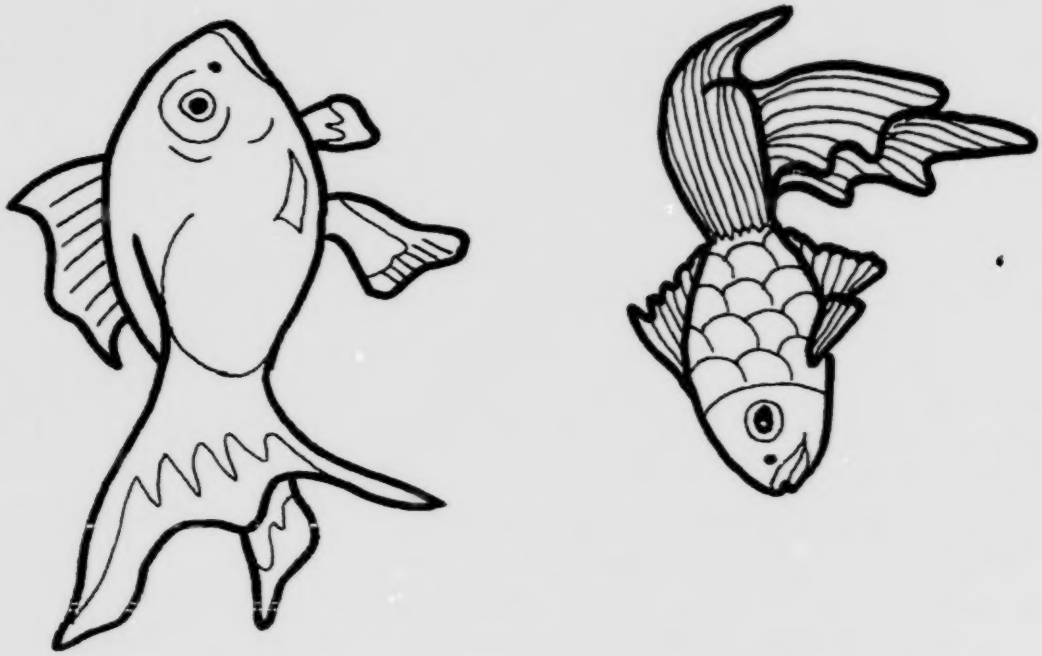
The Explorer's Handbook by Marilyn Tolhurst.



Goldfish Bowl Craft



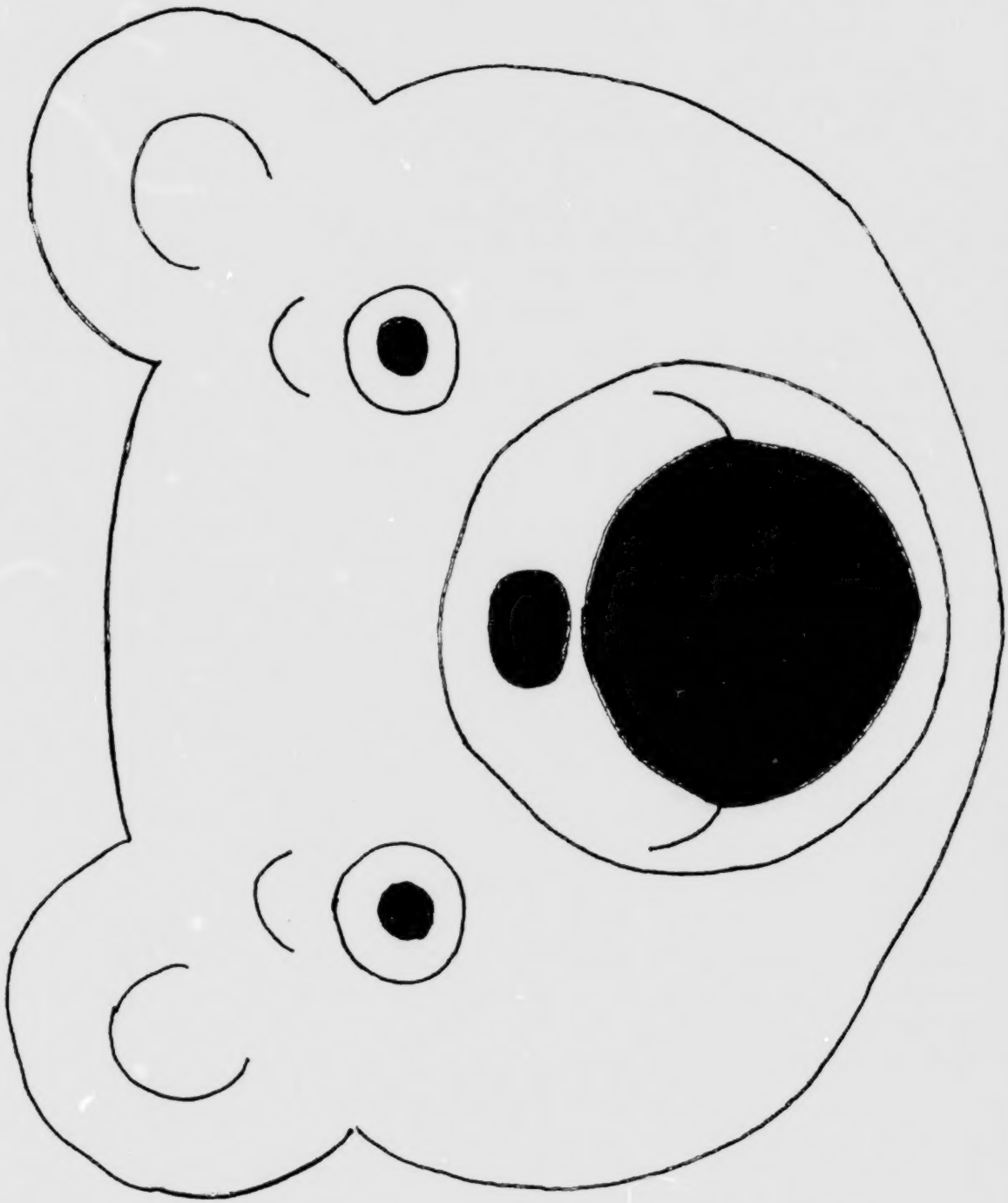
Goldfish Bowl Craft



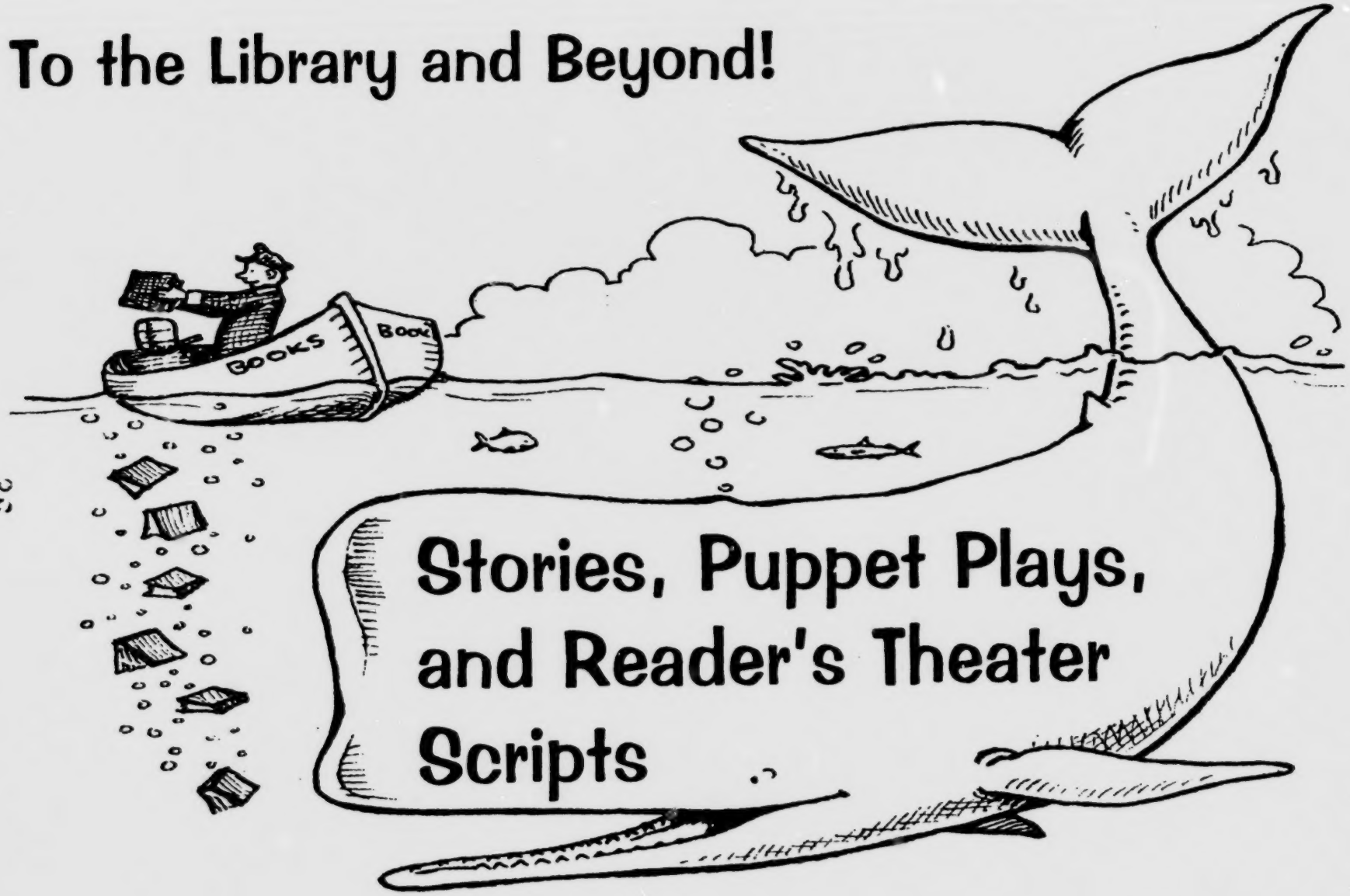
Weave a Fish Craft

fold line
THEN:
make cuts with exacto knife on all dotted lines
FIRST:
fold lengthwise after copying and cutting out pattern
fold line
weave strips in and out of cuts

Bear Toss Craft



To the Library and Beyond!



To the Library and Beyond!

The Magic Carpet Ride

Reader's Theater Script

By Gayle A. Travis

Characters:

- Narrator 1
- Narrator 2
- Wise Grandfather
- Genie
- Small Boy 1 - Jose
- Small Boy 2 - Alec
- Small Girl 1 - Stephanie

Narrator 1: Three friends went exploring in Alec's grandfather's old attic.

Jose: It is too bad it is still raining outside, I wanted to play. *(whines)*

Stephanie: It would just be muddy, it's been raining for three days now.

Alec: Grandfather said we could explore the attic. He says there are a lot of old things here that no one has bothered with in a long time.

Stephanie: Achoo! It certainly is dusty up here.

Jose: Look, an old trunk full of pictures of REALLY old people.

Alec: They must be some of my ancestors!

Narrator 1: They looked around for almost an hour until they found the most fascinating object of all.

Stephanie: Come over here and look at this beautiful antique blue bottle!

Narrator 2: The boys gathered around Stephanie to see the discovery.

Alec: I think there is something inside it. Can we open it?

Jose: Why don't you rub it and see if a genie pops out! *(sarcastically)*

Alec: Ha, Ha! Don't you know that only happens in fairy tales? Let's take it to my grandfather and ask him about it.

Narrator 2: They all went down the creaking stairs until they found Alec's grandfather reading an old dusty book by the window.

Grandfather: Oh, I see you have found the Great Bottle!

Jose: Is it a magic bottle?

Alec: What's in it?

Stephanie: Can we open it?

Grandfather: The bottle is magic ... in a way.

Alec: How does it work?

Grandfather: You must treat it very gently, you must use it very wisely, and you must realize that with it comes great responsibility.

Stephanie: It must really be something special.

Jose: So - What is inside the bottle?

Grandfather: The key to worlds of the imagination and beyond. You can go places you never dreamed possible.

Narrator 2: Alec's grandfather waved them aside and went back to reading his book.

Alec: Come on, he won't tell us any more now.

Narrator 1: The children went back to the attic and began to study the bottle carefully.

Jose: Let me have it. I want to see if we can figure out how to open it.

Alec: Try rubbing it.

Stephanie: I thought that would only happen in fairy tales, besides your grandfather didn't say anything about a genie.

Jose: It is my turn to see.

Stephanie: Jose, don't grab the bottle, I saw it first.

Narrator 1: Stephanie and Alec struggle with the bottle. Without realizing it they rubbed the outside of the bottle three times.

ALL: POOF!

Alec: What was that?

Genie: I am the genie from the land of Icanread. You have brought me from my bottle to take

you on a tour of my homeland.

Stephanie: Don't we get three wishes?

Alec: He's not a leprechaun.

Narrator 1: The genie began to pull a thick woven rug from the bottle.

Jose: How did you get it to fit in there?

Alec: It is magic, don't you remember?

Genie: All aboard, we are off to the land of Icanread.

Narrator 1: All the children climbed aboard the carpet and held on to the edge. The genie sat cross-legged in the front and began to chant.

Genie: Magic Carpet, will you please.
Fly us higher than the trees.
Take us, take us, if you can.
And put us down in Storyland.
Turn, turn, turn.

Stephanie: No, don't turn, I'll get carpet sick!

Narrator 2: The genie ignored Stephanie and suddenly the room whirled around them, and with a blur of color and light the attic room disappeared.

Jose: Look, there's an island down below. It's Tom Sawyer and Huckleberry Finn!

Genie: No time to stop, we're coming to the prairie.

Stephanie: It's Laura and Pa, and even baby Carrie and the cabin in the big woods.

Narrator 2: They came to a cave next and Alec was the first to recognize the two young boys examining a wall with a magnifying glass.

Alec: It's the Hardy boys. I wonder if they found an important clue?

Genie: Time to go now!

ALL: Magic Carpet, will you please
Fly us higher than the trees -
Take us, take us, if you can
And put us down in Storyland.
Turn, turn, turn.

Narrator 2: The scene quickly changed and they all stared in amazement as a boy turned into a leopard.

Jose: It is one of the Animorphs - this is way cool.

Stephanie: Wait, I see Claudia and Kristy from the Babysitters Club all sitting in Stacy's room talking. I wonder who has the new boyfriend.

Alec: I can't believe this, over there is a gigantic spider web, and a PIG!

Jose: It's Charlotte!

Stephanie: Can't we stop and look closer?

Genie: You can later, there is so much to see.

ALL: Magic Carpet, will you please
Fly us higher than the trees -
Take us, take us, if you can
And put us down in Storyland.
Turn, turn, turn.

Narrator 2: The trip seemed to go on forever until they finally landed back in the dusty old attic with a flop and a thump.

Alec: Is that all?

Jose: We want to go back!

Stephanie: I want to see a unicorn!

Narrator 2: The genie just shook his head.

Genie: Not now, but you can go back to my land any time you want. You just need a ticket.

Jose: Please let us have a ticket.

ALL: Yes, a ticket!

Genie: You already have one.

Narrator 2: And the genie and his magic carpet disappeared back into the blue bottle as quickly as they had arrived.

ALL: POOF!

Alec: Where did he go?

Jose: I want my ticket. There are a lot of places you guys mentioned that I've never seen before.

Stephanie: Your grandfather was right, it is magic.

Narrator 1: They all looked at each other in amazement and cried,

ALL: Grandfather!

Narrator 2: And began running down the stairs. Stephanie trailed behind carrying the bottle carefully.

Alec: Grandfather, you will never guess where we have been.

Narrator 1: His grandfather looked up from his dusty book and said ...

Grandfather: Yes, I know where you have been because Icanread.

Stephanie: What?

Jose: Icanread. I get it - the land of I-Can-Read!

Grandfather: Yes I can, and so can you.

Alec: But the genie said we needed a ticket to go back!

Grandfather: And what do you think is in that bottle?

Narrator 1: They all stared at the bottle in Stephanie's hands.

Stephanie: A genie and a rug, I think.

Narrator 1: Alec's grandfather took the bottle from her and gently popped the top.

Grandfather: That and much, much more.

Narrator 1: He then pulled a small card from the bottle and showed it to them.

Jose: It is just a card.

Stephanie: Is it our ticket?

Alec: How did you get that out of there?

Grandfather: Magic, or maybe not. It is the ticket to the land of Icanread that all of you can use. It is a library card!

Stephanie: We can go to the library and get books to read about all those things we saw.

Grandfather: Remember, you must treat it very gently, you must use it very wisely, and you must realize that with it comes great responsibility.

Alec: Let's go!

ALL: To the Library and Beyond!

Tips for Presenting Reader's Theater

What is Reader's Theater? It is often defined by what is not. There is no memorizing, acting, props, costumes, or sets. Children use their voices, facial expressions, and hand gestures to interpret their characters.

Here are some tips for a smooth performance:

1. Arrange the readers in a row or semicircle facing the audience. They may all stand or they may all sit. If the readers stand, they may take a step forward while reading and step back when finished. If they are sitting, they may stand while reading and sit when finished.

2. If there are two narrators, put one on each end of the stage.

3. Readers may hold their scripts or the scripts may be placed on music stands.

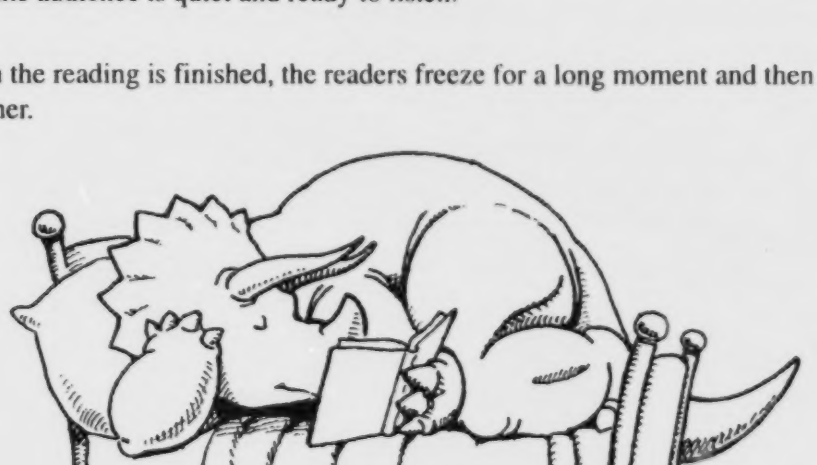
4. A child may be assigned to read more than one role. It is best if the two characters do not have consecutive lines.

5. Review words that are difficult to pronounce and define words that the readers may not understand.

6. Allow time for the players to read the script silently. Provide pens and markers for them to highlight their lines and make "stage" notes, such as "gruff voice." If time permits, let them read the script aloud before the performance. It is best if the readers know their lines well enough to look at the audience at least half the time.

7. Ask one player to introduce the title and author of the story. Instruct all players to freeze until the audience is quiet and ready to listen.

8. When the reading is finished, the readers freeze for a long moment and then they all bow together.



Woodland Adventure

Reader's Theater Script by Gayle A. Travis

Characters:

- Narrator 1
- Narrator 2
- Bear
- Squirrel
- Skunk
- Owl
- Snake

Narrator 1: In the bright green woods there is a big oak library tree.

Narrator 2: It is here that the animals sing and talk and treat each other as friends.

Narrator 1: The library tree is where all the animals go and look up information about anything they want to know.

Narrator 2: The wise old owl is the librarian and knows all about the woods.

Narrator 1: Whenever one of the animals has a question they go to him.

Narrator 2: One day Bear, Squirrel, and Skunk came to the big oak tree.

Narrator 1: They were all scampering and whining and chattering excitedly.

Squirrel: Owl, owl, are you there?

Skunk: We need to talk to you!

Owl: What do you need, my friends?

Bear: We realized that it has been several days since any of us have seen Snake!

Squirrel: We are very worried about him. I talked to him several days ago and he was wondering what was beyond the path that leads from this tree.

Owl: That is easy...

Skunk: No, no, it isn't easy at all! What if he has been eaten or caught or...

Bear: Now Skunk, we know no other ANIMAL would have harmed Snake. It is just the path...

Squirrel: We don't know where it goes.

Owl: It goes...

Skunk: No, I don't want to talk about it. It is too horrible to imagine. We need help!

Owl: The books here in the library tree will tell you all about what is on the path beyond the library tree.

Narrator 1: The animals scurried to the lower branch which held the books. Bear grabbed the nearest book.

Narrator 2: It was a good thing he had just washed the honey off his paws.

Bear: This book shows the path and all the good things there are to eat along the way.

Narrator 1: Skunk picked up another book.

Skunk: This book is a map so if any of us were to go on the path we would not lose our way.

Squirrel: But where is Snake?

Bear: Snake likes to lay beside cool ponds. Is there one on the map?

Owl: Snake read all these books before he left.

Skunk: Here is a pond, just beyond the woods before you get to a field of tall weeds.

Squirrel: Snake loves to lie in tall weeds.

Bear: Is there anything to eat among weeds?

Owl: I do have a book of edible plants.

Skunk: I hope they don't smell.

Squirrel: I hope Snake is OK.

Owl: I have been trying to say that there are a lot of wonderful places...

Narrator 1: Snake slithered around the tree and asked:

Snake: What are you all doing? Are you going to go exploring also?

Skunk: Snake! You are all right!

Squirrel: Where have you been?

Bear: We have been worried sick about you!

Snake: I went out of the woods down the path. It was great! Didn't Owl tell you?

Skunk: Owl knew where you were? We have been reading these books about the path beyond the library tree.

Squirrel: It sounds wonderful.

Owl: I tried to tell them.

Squirrel: You just pointed at the books.

Snake: Didn't you believe the books?

Skunk: You mean it is true?

Bear: That there really are great things beyond the woods, down the path?

Snake: Of course, there are good things to eat. There are wonderful places to lie in the sun.

Squirrel: If we had only known!

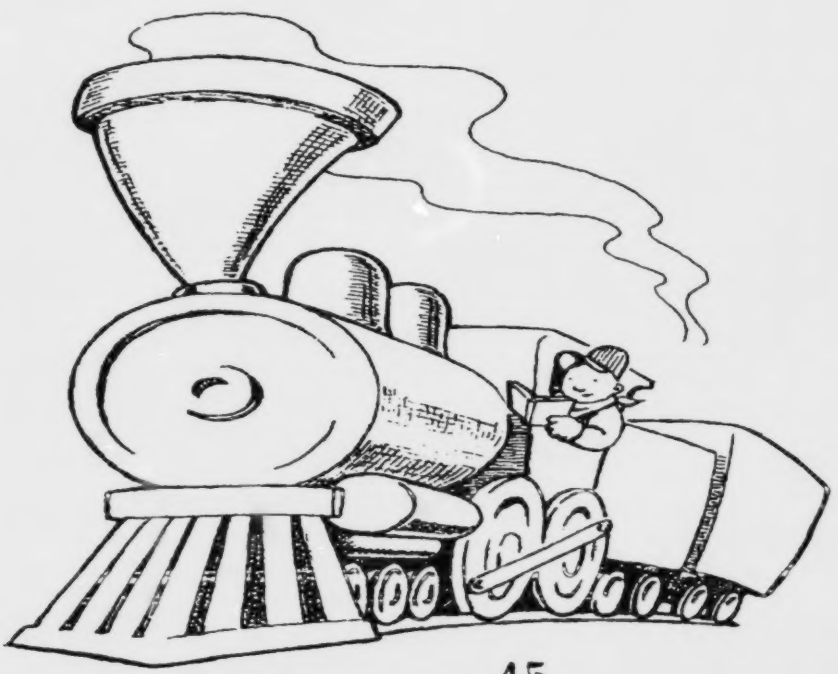
Bear: Owl, did you know all this information was here in the library tree?

Owl: Yes, I have been trying to tell you.

Skunk: You could have saved us a lot of time if you had just told us all these books had so many wonderful things in them.

Bear: We wouldn't have been so worried about what was beyond the library tree!

Narrator 2: Owl rolled his eyes back and sighed.



Owl: That is what I have been trying to tell you. There are great things in the library tree- and beyond!

Henny Penny

An Puppet Play Based Upon a Tale from England

Adapted by Julie B. Cowan, (c)2000

Characters:

- Henny Penny
- Ducky Lucky
- Goosey Loosey
- Doggy Woggy
- Catty Patty
- Foxy Loxy
- Librarian
- Narrator

Puppets: The face mask puppets available at Jan Brett's website at www.janbrett.com for *The Mitten, The Hat, The Town Mouse And The Country Mouse*, or *The Gingerbread Baby* may be used. Download and print them on a color printer on cardstock weight paper. Paste onto old folders for durability and stiffness. Cut them out and glue a paint stirrer or tongue depressor to the back of the mask for handle. For participation purposes and convenience, character lines may be written on the back of the masks.

Props: Library books, name sign for librarian, glasses, hat, or other "costume" items for her/him.

Setting: The Library!

Play Begins

Narrator: Once upon a time, a couple of days ago, back when animals acted like people, there lived a white hen named Henny Penny. She was not very wise, but she loved to read books. Every Wednesday Miss Penny went to the library to browse, read, and check out books to take home for the upcoming week. Of course her favorite stories were "The Little Red Hen," "Little Tuppen," and other books about her own kind. She especially liked to look at the pictures in the books and find other hens like herself! One afternoon while sitting on the floor by a bookshelf, Henny Penny was startled when WHACK! a book from the shelf fell on the top of her head!

Henny Penny: Oh me, oh my! I think the sky must be falling! The blue sky must be falling! I must go and tell the librarian!

Narrator: Henny Penny walked around and walked around until she found Catty Patty looking at some magazines.

Catty Patty: Hello, Henny Penny. You look frightened! Where are you going in such a hurry?

Henny Penny: The sky is falling-falling down! I must find some help in this town! We don't have time to chat! I am very sure of that!

Catty Patty: May I come with you?

Henny Penny: Certainly!

Narrator: So they walked around and they walked around until they found Goosey Loosey reading the newspaper.

Goosey Loosey: Greetings! Henny Penny and Catty Patty. You look worried. Where are you going in such a hurry?

Henny Penny, Catty Patty: *(in unison.)* The sky is falling-falling down! We must find some help in this town! We don't have time to chat! We are sure of that!

Goosey Loosey: May I come with you?

Henny Penny, Catty Patty: *(in unison)* Certainly!

Narrator: So they walked around and they walked around until they came upon Ducky Lucky reading the the book, *Make Way For Ducklings.*

Ducky Lucky: Hello Henny Penny, Catty Patty, and Goosey Loosey. Whatever is the matter? Where are you going in such a hurry?

Henny Penny, Catty Patty, Goosey Loosey: *(in unison)* The sky is falling-falling down! We must find some help in this town! We don't have time to chat! We are sure of that!

Ducky Lucky: Oh! May I go with you?

Henny Penny, Catty Patty, and Goosey Loosey: *(in unison)* Certainly!

Narrator: So they walked around and they walked around until they spotted Doggy Woggy getting a drink at the water fountain.

Doggy Woggy: Hello Henny Penny, Catty Patty, Goosey Loosey, and Ducky Lucky! What is the alarm? Where are you going in such a hurry?

Henny Penny, Catty Patty, Goosey Loosey, Ducky Lucky: *(in unison)* The sky is falling-falling down! We must find some help in this town! We don't have time to chat! We are sure of that!

Doggy Woggy: May I go with you?

Henny Penny, Catty Patty, Goosey Loosey, Ducky Lucky: *(in unison)* Certainly!

Narrator: So they walked around and they walked around until they saw Foxy Loxy with his pointed nose in a book.

Foxy Loxy: What's up? You all look like the sky is falling down!

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All of the animals: *(in unison)* The sky IS falling-falling down! We must find the librarian in

All of the animals: *(in unison)* The sky IS falling-falling down! We must find the librarian in this town! If we don't find her, there will be a disaster! Help us look — faster, faster!

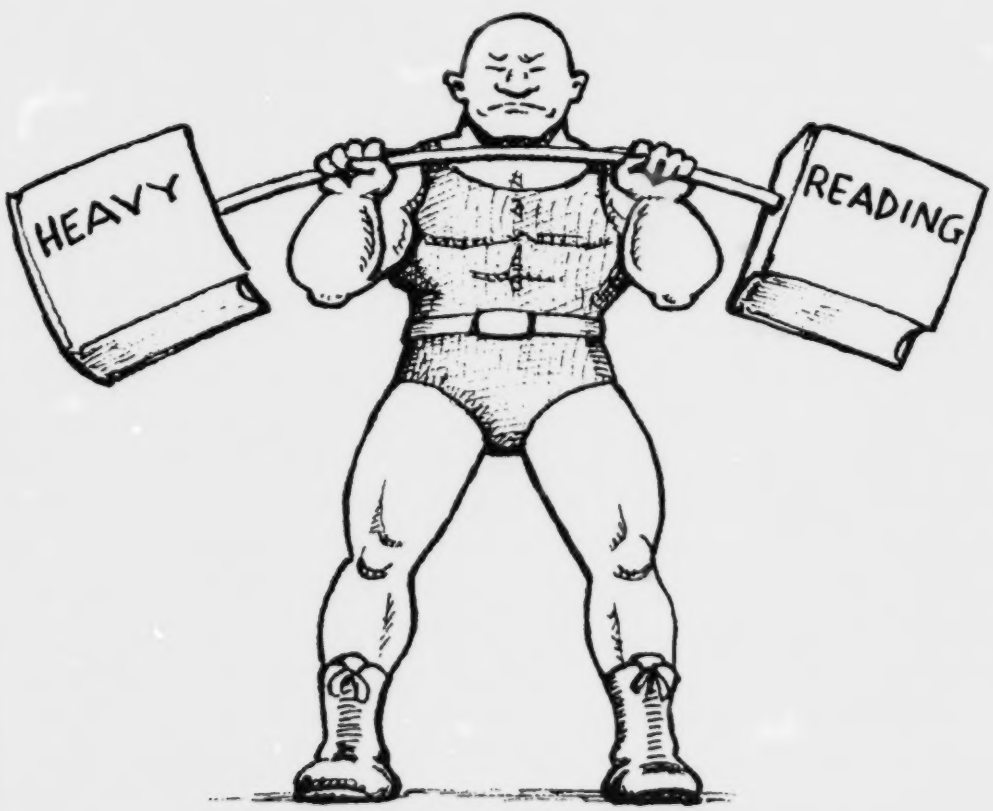
Foxy Loxy: Don't worry! Henny Penny, you must be a little dizzy! That was not a piece of the sky that fell on your head, it was a book from the top shelf that toppled down! Follow me! I know a shortcut. I will take you to the librarian and she will help us put that book back on the bookshelf.

Narrator: So Henny Penny, Catty Patty, Goosey Loosey, Ducky Lucky, and Doggy Woggy all followed Foxy Loxy to the circulation desk where they found Ms./Mr. _____, the librarian.

Librarian: Thank you, thank you, thank you for taking care of the books in the library! Let's go shelve this book and find some good books for all of you to check out!

Narrator: And that is just what they did! My story has come to an end. Let out the rooster and lock up the hen.

Notes: This play is appropriate for a mixed age group. Older children can help younger children portray their parts! The repetitive refrain is easy for the group to recite in unison. Very little "action" or "movement" is required. The characters can travel around in a relatively small area. Stage the children with animal character masks before the story begins. They can sit/stand quietly and listen to the play until it is time for their part. This is a "follow the leader" strategy which allows for the first characters introduced in the play (older children) to help the younger children



Take Flight and Read!

An Original Puppet Play by Julie Cowan (c)2000

Puppets: Child (boy or girl), Dog

Puppets: This play is written for hand puppets. You do not need a stage, although if you prefer one, it needs to have a playboard for props. If you do not use a stage, a table is necessary for displaying books.

Props: Library books, a model of a spaceship that can be made from paper towel roll, or it can be a toy spaceship borrowed from a child, a small lamp (optional)

Setting: Child's room

Play Begins: The child is engrossed in reading a book. Move the puppet's head back and forth. The body can be slightly bent forward, leaning over a book standing slightly open on the table. The puppeteer can sit or kneel behind the table. Another option is for the puppeteer to sit in chair in front of the audience and lay the book in her lap. The table is nearby for other props. The puppeteer manipulates both puppets, one on each hand. Dog enters and approaches child, but child continues to read.

Dog: BOW-WOW

Dog: *(dog barks LOUDER and tugs on child's arm/body)* BOW-WOW BOW-WOW.

Dog: *(child turns page and dog taps child)* BOW-WOW-WOW-WOW-WOW! Hey, what are you doing? I thought we were going to play!

Child: *(turns around and asks grumpily)* OUCH! What do you want?

Dog: *(incredulously)* Don't you know who I am? Don't you know what I want???

Child: Of course, I know you! You're my best pal, Rover! *(or other name)*

Dog: If you know who I am, then you MUST know what I want!

Child: Well, I don't, so you better tell me or scram!

Dog: I want to do what dogs always do! Let's play outside in the grass. I'll chase you first! We can run with the wind!

Child: And fly high!

Dog: *(surprised)* What did you say?

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Child: Fly high....in a book!

Dog: Are you crazy? I want to have a good time.

Dog: Are you crazy? I want to have a good time.
Child: I'm not crazy. I'm telling you it is fun to soar to new places with a book!

Dog: How can I do that?

Child: It's easy! Go to the library. Check out some good books, and start reading! Explore the universe!

Dog: I don't know...I've never been in a rocket ship. I might get scared.

Child: Don't worry. You won't be blasting off in a rocket.

Dog: You mean I have to go in a plane? BOW-WOW, flying makes me nervous!

Child: Silly Rover, you don't go in a plane either. You go in your imagination!

Dog: What is an imagination? I don't think I have one of those in my doghouse.

Child: Imagination means pretending. You make pictures in your mind from the words in the book. You can BE the characters in a book and GO where they go!

Dog: BOW-WOW! Reading sounds like a very exciting trip!

Child: Your imagination gets lost in the story until you are so wrapped up in the book that you are flying high and soaring to new places. Sometimes you are not aware of anything else! You don't hear the doorbell ring, or the phone ring, or your mother calling you!

Dog: Your own dog can bark at you and you don't even know it! Right?

Child: Right!

Dog: You must have been exploring the universe and flying high when I came and barked at you! BOW-WOW!!

Child: I was! I was_____
(Fill in blank with a specific character and action from the book used as a prop.)

Dog: BOW-WOW! I want to fly high and soar to new places too!!

Child: Then why don't you read that book over there*? (points to book on the table)* Who knows? You could travel in a spaceship to another planet!

Dog: *(goes behind book)* BOY-oBOY-oBOY!!! I can't wait to get there!

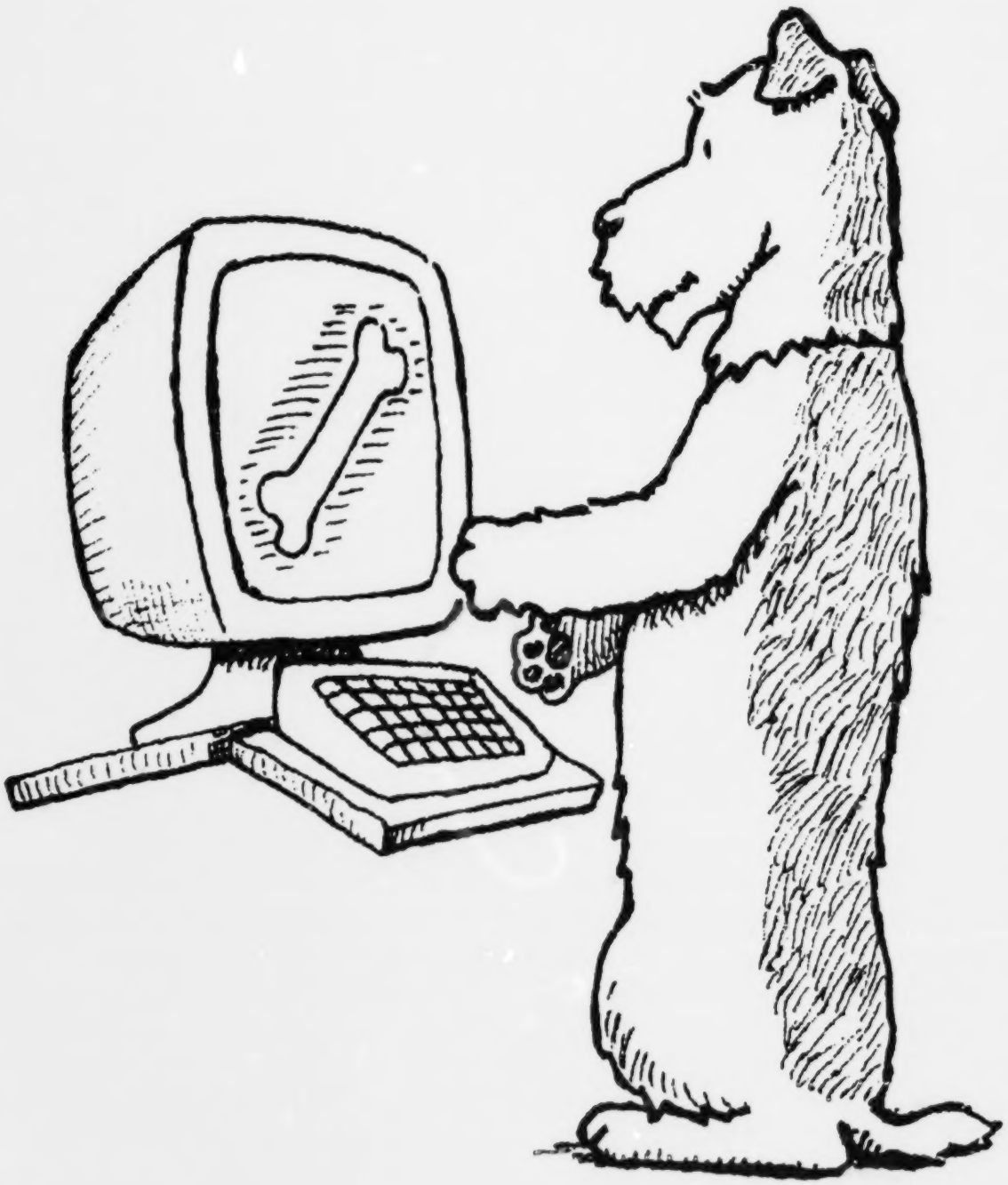
Child: *(continues reading own book, then turns around and calls to dog)* Rover? Rover? Isn't that a good book?....How do you like the book, Rover? *(no answer as Rover appears to be "lost" in space)*

Child: *(louder)* DON"T YOU KNOW IT IS GOOD MANNERS TO ANSWER PEOPLE

WHEN THEY TALK TO YOU??!!

Child: *(to audience)* Rover likes his book. He DID travel to new places by using his imagination! Why don't you try it? Good-Bye! *(both puppets exit)*

(The puppeteer can "walk" the puppets off stage, or put her arms behind her back and remove the puppets from her hands.)



When I Grow Up

An Original Puppet Play by Gayle A. Travis

Puppet Play Characters:

- Dad
- Mom
- Daughter - Prissy Krissy (Name can be changed to suit the audience.)

Props: Make miniature stacks of books out of cardboard. Add a handle for the puppets to use to carry them on and off the stage, paint them, and titles about space, Jupiter, mummies, clothes, makeup, careers in medicine, and dog grooming.

Notes: Hold up the books or stack them on the puppet stage each time Prissy Krissy speaks about them.

Setting: The library.

Play Begins:

Mom: *(comes on stage and looks around)* Krissy!

Prissy Krissy: *(from off stage)* Whaaaaat?

Mom: Where are you?

Prissy Krissy: *(still off stage)* Over here in the 500 section.

Mom: *(to the audience)* That girl!

Prissy Krissy: *(coming on stage with a flounce carrying a stack of books)* Mom if I am going to be an astronaut I need to know absolutely everything I can about space.

Mom: Do you know how much schooling it takes to be an astronaut?

Prissy Krissy: No.

Mom: *(looking at the books)* Krissy, you have 12 books here just on Jupiter.

Prissy Krissy: That's where I want to go.

Dad: *(entering stage right)* I found the books on mummies?

Mom: Mummies?

Prissy Krissy: Uh, thanks Dad. I decided not be an archeologist after all, we are looking for space books now.

Mom: I don't think we have made it to Jupiter yet, honey.

Prissy Krissy: That is why I want to go!

Dad: Jupiter?

Mom: Krissy, do you have any books on how to become an astronaut?

Prissy Krissy: No, I'll go ask the librarian. *(exits stage)*

Dad: She wants to go to Jupiter?

Mom: Now dear, we should support her no matter what she wants to be.

Prissy Krissy: *(entering stage)* Look! I found the books on clothes and make up!

Mom: What do they have to do with being an astronaut?

Dad: *(mockingly)* She needs to look good if she is going to Jupiter!

Prissy Krissy: Oh Dad! *(sighs)* The librarian had on such a great outfit I thought it might be neat if I looked into becoming a fashion model.

Mom: A model!

Prissy Krissy: Wouldn't I look great walking up and down the runway? *(flounces back and forth across the stage).*

Dad: You do look lovely!

Mom: We'll put these books back then.

Prissy Krissy: No wait, I just thought of something else! *(exits stage)*

Dad: What time does the library close?

Mom: I think we still have time for a couple more careers.

Prissy Krissy: *(entering stage with a large red book)* Just think, I could heal anyone!

Mom: Models wear heels, they don't heal people.

Dad: What are we talking about?

Prissy Krissy: It would be really cool to be a Doctor when I grow up. Maybe in the Emergency Room like on *ER*!

Dad: Do you know how much it costs to go to medical school?

Prissy Krissy: No.

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Mom: Why don't you go ask the librarian about that?

Prissy Krissy: Good idea. *(exits stage)*

Mom: She is your daughter.

Dad: She is YOUR daughter.

Prissy Krissy: *(entering stage)* Did you know it takes, like, 10 years to be a doctor!

Mom: It is a lot of work.

Prissy Krissy: But I'll be an old lady by then!

Dad: I am going to go find some aspirin! *(exits stage)*

Mom: Krissy, hurry now. We have to get back in time to take the dog to the groomers.

Prissy Krissy: Can't I cut Flu-Flu's hair myself? Wait! That's a great idea! *(exit stage)*

Mom: *(calls to her off stage)* No! You cut her hair when you were two and it didn't turn out so great!

Dad: *(enters stage)* Where is Dr. Krissy?

Mom: Looking for dog books I think.

Dad: A veterinarian, well at least it is close this time.

Mom: Not quite.

Prissy Krissy: They only had a couple on dog grooming but I got them both. We can go now.

Mom: *(looks around at the "stacks" of books that have been brought on stage)* Wait, first we have to put these books back on a cart.

Prissy Krissy: No, we can't do that!

Dad: Why not?

Prissy Krissy: Because I need them.

Dad: How many reports are you writing?

Prissy Krissy: Just one but my teacher said not to limit ourselves.

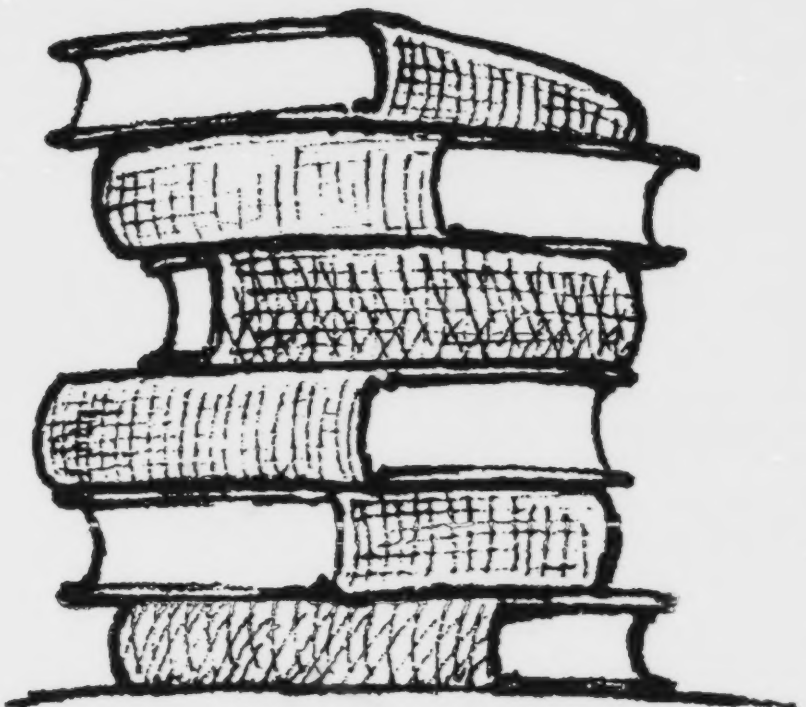
Mom: It is our money that is limited.

Dad: Of course, uh...be right back. *(exits stage)*

Prissy Krissy: *(entering stage)* Where's Dad? Don't tell me I have to wait for him.

Dad: *(entering stage)* Of course not, lets go. *(Prissy Krissy and Dad exit stage together.)*

Mom: *(looks around and sees the stack of books on the table)* WAIT, you forgot the books! *(runs off stage yelling.)*



The Owl and the Painted Bird / La lechuza y el pájaro pintado

A Story Adapted by Angel Vigil

Originally Published in *The Eagle on the Cactus, Traditional Stories from Mexico*. Reprinted with permission of the author and Libraries Unlimited, the publisher.

This story explains why the owl is nocturnal and cries "Pi-coo." Include as much Spanish as is comfortable as you tell this story. Here are some words and phrases you may wish to use.

Spanish/English Vocabulary:

A long time ago - hace mucho tiempo
Animals - los animales
Birds - los pájaros
Bird - el pájaro
Feathers - las plumas
One feather - una pluma
Eagle - el águila
The most beautiful - la más bella
Owl - la lechuza
Wise old owl - la vieja y sabia lechuza
Painted bird - pájaro pintado
All the colors of the rainbow - todos los colores del arco iris
The sky - el cielo
During the night - por la noche

A long time ago / Hace mucho tiempo, during the time when the world was new, **animals / los animales** across the Earth were busy developing their natures and appearances. **The birds / los pájaros** of the world were especially active at this time.

Each bird / cada pájaro was learning the songs that would be their own and that would identify that particular bird to the other animals. They were also trying on **feathers / las plumas** that would mark each type of bird as distinct and beautiful.

One bird, Pi-coo, was having an especially difficult time. She could not make up her mind about which **feathers / plumas** she should wear. The more she tried on, the more confused she became. Soon, almost all of **the feathers / las plumas** were spoken for, and she was left with almost nothing to cover her naked body. Because she had no feathers, she was very ashamed and refused to come out of her nest.

The other birds felt sorry for her. They gathered together and talked about a way they could help Pi-coo.

The eagle / el águila, who spoke first, said, "Why don't we each give her **one feather / una pluma**? We all have so many. It wouldn't be missed and would really help her."

The other birds / los otros pájaros were not so sure about the idea, but not one bird could come up with another plan. **The birds / los pájaros** worried that if they each gave a feather to Pi-coo, she might become **the most beautiful of all the birds / la mas bella de las aves.**

Finally, **the wise old owl / la sabia lechuza** spoke up. He said, "Why don't we each just loan her **a feather / una pluma**? Then she will be covered. As soon as her own feathers grow in, then she will return our feathers. I myself will be responsible for the return of **the feathers / las plumas**."

The other birds / los otros pájaros agreed to this plan only because of the guarantee by **the wise old owl / la vieja y sabia lechuza** to return their feathers.

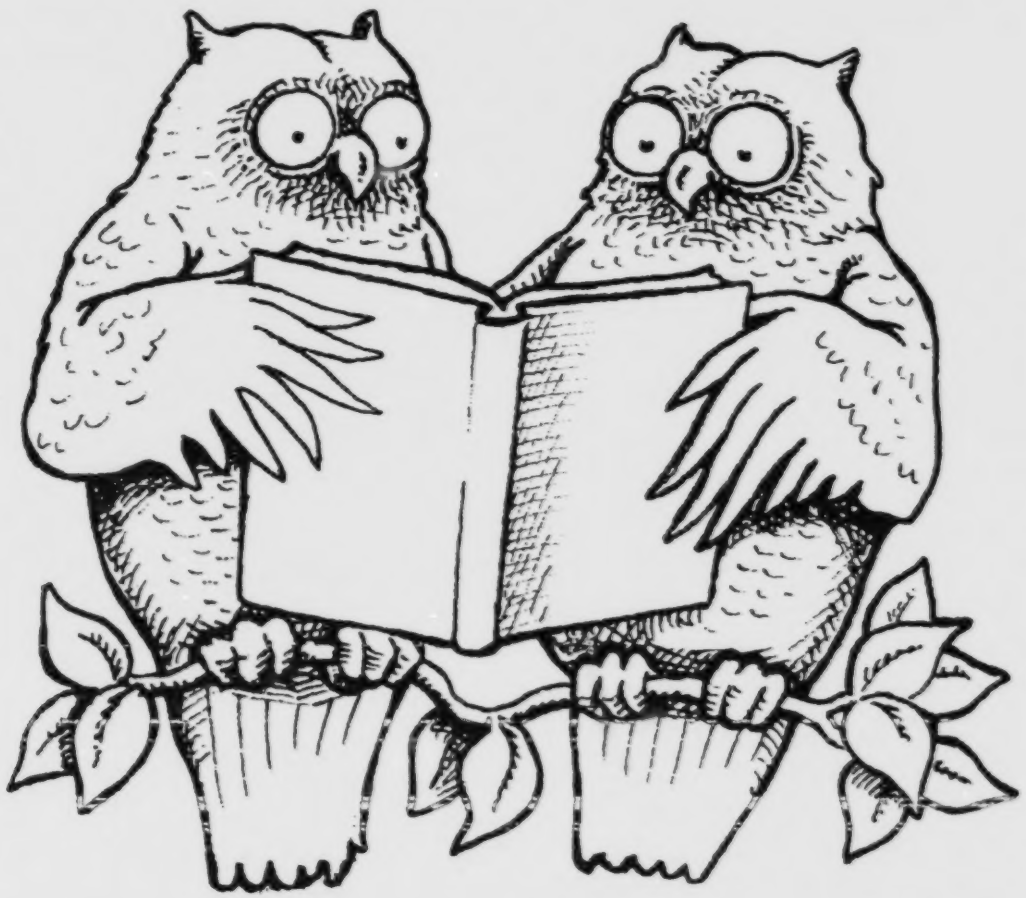
Soon all the birds had given Pi-coo **a feather / una pluma**. She gathered **all of the feathers / todas las plumas** and carefully arranged them on her naked body. As soon as she saw her reflection in the still waters of the river, she realized that she was **the most beautiful of all the birds / la más bella de las aves**. She looked like **a painted bird / un pájaro pintado**, with **all the colors of the rainbow / todos los colores del arco iris** shining on her magnificent body. Realizing that the other birds would be jealous and would never allow her to keep their feathers, she immediately flew high into **the sky / el ciolo**, never to return.

It was not long before **the birds / los pajaros** realized that Pi-coo was not returning. Incensed, they searched for **the wise old owl / la vieja y sabia lechuza**, but he was nowhere to be found. They could not stand the idea that Pi-coo was now **the most beautiful of the birds / la más bella de las aves** and demanded that **the wise old owl / la vieja y sabia lechuza** keep his word and return the donated feathers.

The wise old owl / la vieja y sabia lechuza knew how angry the other birds were. So he hid in the trees during the day and came out only **at night / por la noche** when he knew the other birds were sleeping.

During the night / por la noche, he would quietly fly around and call out for Pi-coo, "Pi-coo. Pi-coo."

And that is why, to this day, **the owl / la lechuza** is a nocturnal bird, only coming out at night to fly through the air with its plaintive, searching cry of "Pi-coo, Pi-coo."



The Princess Who Wanted to Travel to the Moon

A Story Adapted by Dorothy McMahon

Once, long ago, in a far-off kingdom, there lived a very powerful king who had a beautiful daughter. He loved her dearly and he granted her every wish. Needless to say, she was a very spoiled princess.

More than anything else in the world, the princess loved to travel. She had traveled far and wide - throughout her father's kingdom and even to far away neighboring kingdoms.

One night, when the princess and her father were having supper, the princess began discussing where she might travel next. The king suggested several choices to her, but none of them seemed to please the princess. As they continued to talk, the princess looked out the palace window. Now, on that particular night there happened to be a beautiful full moon. When the princess saw it, she cried, "Oh, Father, I know where I should like to travel next. I want to travel to the moon!"

"To the moon!" exclaimed her father. "Why the moon is straight up and it is extremely far away. How could you possibly ever reach it?"

"Oh Father, you can find a way for me to reach it. You have promised me that I could travel anywhere I desired. And, I want to travel to the moon. Even if I could just touch it, I would be satisfied. If you don't allow me to travel to the moon, I shall simply wither away and die."

When the king heard this, he knew he could never let such a fate as that happen to his beloved daughter. He quickly summoned his royal adviser and said, "The princess wishes to travel to the moon or at least to touch it. You must come up with a plan to see that her wish is granted."

When the royal adviser heard this request, he turned pale for he knew the princess always got what she wanted - it was her way or else. "But your highness," said the bewildered royal adviser, "there is no method of transportation made that could transport the princess to the moon."

"I am well aware of that," stormed the king. "That's why I have you in my court as my royal adviser - to advise me in matters such as this. I demand that you find a way to make this happen."

"But, Sire, you are asking an impossibility," stammered the royal adviser.

"Nothing is impossible!" said the king. "You must help me to grant my daughter's wish or else. And be quick about it. You know how impatient she is!"

The royal adviser knew there was no use arguing with the king. He must think of a plan and think of one quickly. Suddenly, he had an idea and called for the royal carpenter. He told him of the king's order and suggested that the royal carpenter and his men build a tower that could reach to the moon. The royal carpenter agreed that perhaps such a tower could be built. He said he would begin to design it immediately.

While the royal carpenter worked diligently to design the tower, the royal adviser quickly surveyed all of the available wood and trees in the kingdom. The royal carpenter drew design after design, but finally concluded it was not possible to build a tower of wood that would reach to the moon. He informed the royal adviser of his findings. When the two of them told the king this, he flew into a rage and ordered them to think of a solution by the next morning or else.

Frantically, the royal adviser and the royal carpenter tried to solve the problem. They went to the royal library. There the royal advisor suddenly had an idea. Why not build a tower of books stacked one on top of the other? There were millions of books in the kingdom. Everyone there loved to read books. When he suggested this idea to the royal carpenter, he agreed that the idea just might work.

The next morning they presented this idea the king and he was delighted. He ordered that messengers be sent to every village and town in the kingdom to announce to everyone to gather together all of their books and to bring them to the palace at once.

The king's subjects were not at all pleased; however, no one in the land dared refuse the king's

request. Soon the palace yard was piled high with books, books of all kinds — poetry books, fiction books, picture books and non-fiction books.

Day and night the royal adviser and the royal carpenter and his helpers worked, stacking the books one on top of another. Soon all of the books were stacked high into the sky. Hundreds of them could not even be seen.

The king surveyed the tower of books and he was pleased. "The time has come for the princess to climb to the moon," he said, "and I have decided to go with her."

When the princess heard this, she was delighted that her father would be accompanying her. Now, she wouldn't have to carry her own luggage. Remember, she was quite spoiled.

For the occasion, the princess wore her most beautiful gown. She waved goodbye to onlookers and began to climb up that huge tower of books. Her father followed right behind her. The two of them climbed up, up, and up. At last, the princess stood swaying on the top book. At this time, she realized she needed just a few more inches to be able to hop right up onto the moon. Calling down to her father she said, "I need one more book. Have them bring one up to me."

Hearing this, the king yelled down to his royal adviser, "Send up one more book."

When the royal adviser and the royal carpenter heard the king's request, they stared at one another. They knew that there was not one single book left in the entire kingdom. They had used every one. What were they to do?

"Where is the book?" cried the king impatiently. "We are waiting."

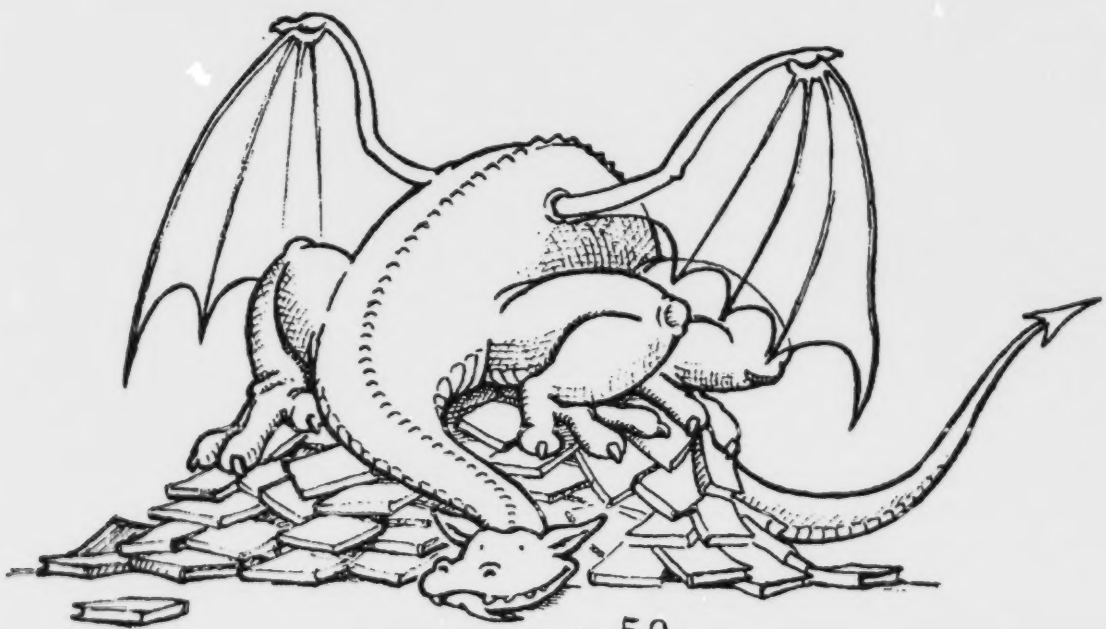
The royal adviser found the courage to say, "Your Highness, there are no more books. We have used every one. There is not one book left in the entire kingdom."

"Nonsense!" cried the king. "Just take one book out from the bottom and bring it up to me immediately. "

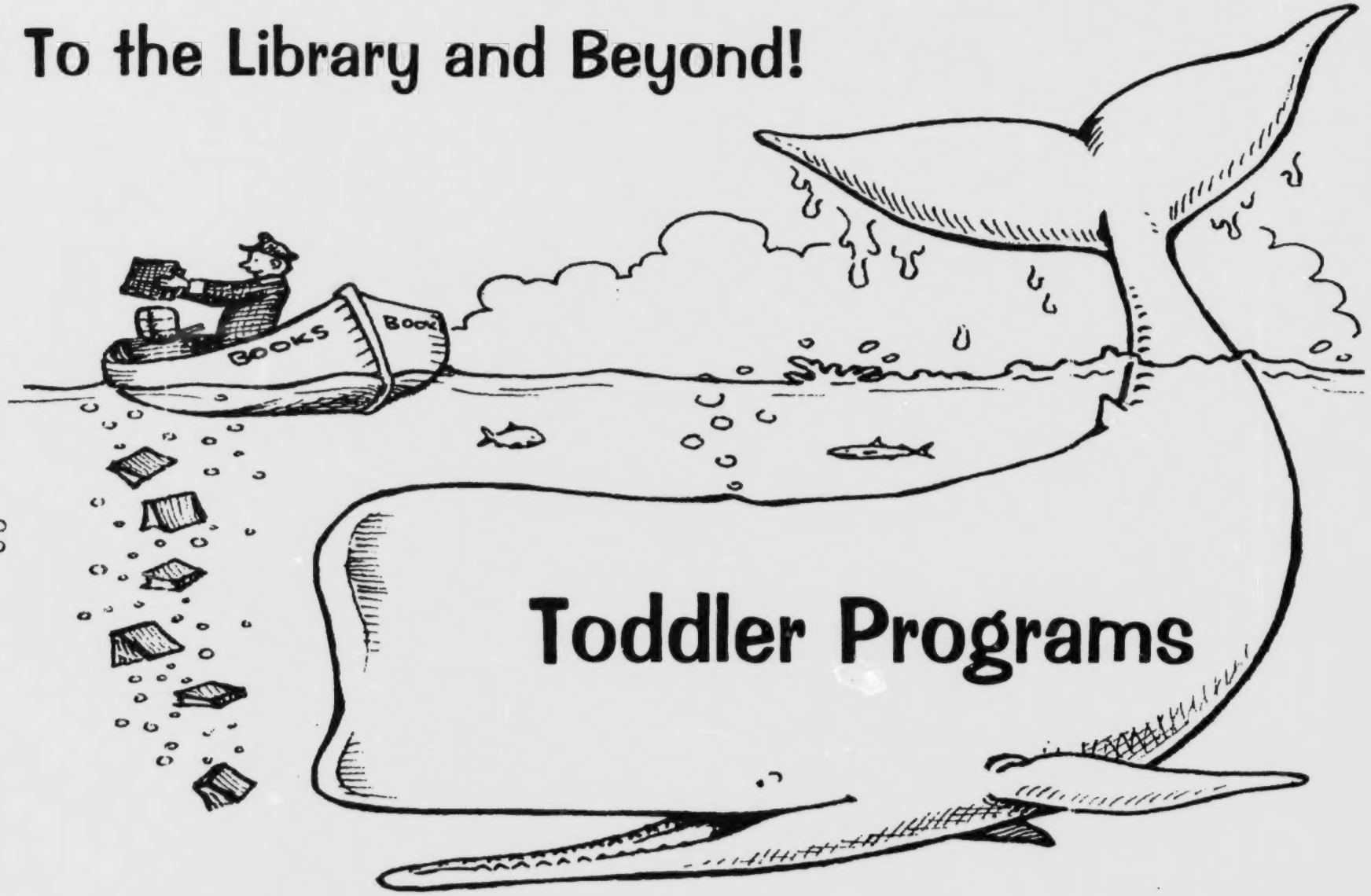
"Take out the, the bottom book, Sire?" stammered the royal adviser.

"Yes! Take out the bottom book, you nitwit," yelled the king.

Well, the royal adviser did as he was told. He pulled out the bottom book. And you know what happened. Down came the tower, down came the king, down came the princess, and down came the millions of poetry, fiction, non-fiction, and picture books. They were scattered everywhere throughout the palace yard and even beyond the boundary of the kingdom. Now, somewhere among all those books is the king and the princess. As yet, no one has found them. Perhaps, you might find them somewhere in the wonderful books in your library. Look for them!



To the Library and Beyond!



Toddler Programs

To the Library and Beyond!

Toddler Programs

by Adelle Muller-McKinstry, Leila Parrish, and Victor Lynn Schill

First Discoveries: Discovering Colors

Books to Share

Blue Bug's Book of Colors by Virginia Poulet.
Brown Bear, Brown Bear What Do You See? by Bill Martin, Jr.
Calico Cat's Rainbow by Donald Charles.
Cat's Colors by Jane Cabrera.
John Burningham's Colors by John Burningham.
Kente Colors by Debbi Chocolate.
Mary Wore Her Red Dress, and Henry Wore His Green Sneakers by Merle Peek.
Mouse Paint / Pinta Ratones by Ellen Stoll Walsh.

Fingerplays and Rhymes

Rainbow, Rainbow
(By Victor Schill)

Rainbow, rainbow, way up so high,
Rainbow, rainbow, touch the sky. *(Raise arms upward)*

Rainbow, rainbow, shining so bright,
Rainbow, rainbow,
Arc to the right. *(With arms still raised, lean body toward the right)*
Rainbow, rainbow, you look so smart,
Rainbow, rainbow,
To the left now arc. *(With arms raised, lean body toward the left)*

Rainbow, rainbow, turn around,
Rainbow, rainbow, jump off the ground.

Rainbow, rainbow, with colors so true,
Rainbow, rainbow, we blow a kiss to you.

What Color Are You Wearing?
(From *Ring A Ring O'Roses*)
Create actions to match the words and repeat the verse using most of the common colors.

Leader: Red, red, red, red, who is wearing red today?
Red, red, red, red, who is wearing red?

(All children with red showing say)
I am wearing red today. Look at me and you will say,

"Red, red, red, red, I am wearing red."

Little Blue Ben
(By Victor Schill)
Show a picture of a red rose and a blue violet before and during the rhyme.

Little Blue Ben, who lives in the glen,
Keeps a blue cat and one blue hen,
Which lays of blue eggs a score and ten;
Where shall I find the little Blue Ben?

Roses are red, violets are blue,
Hello dear (insert child's name),
We all love you!

I Am a Cowgirl
(By Victor Schill)

I am a cowgirl dressed in blue, these are the actions I must do:
Brush my horse, feed the pigs, rope a cow, and dance a jig.

Song

Color Wheel
(Adapted by Victor Schill)
(Sing to the tune of "The Farmer in the Dell.")
Use a color wheel to accompany the song, or hold up a circle shape of each color. Substitute the colors, "yellow," "blue," "black," and "white" in additional verses.

Here comes the color wheel, here comes the color wheel,
Hi-ho around we go, here comes the color wheel.

Here is the color red, here is the color red,
Hi-ho around we go, here is the color red.

We mix some colors now, we mix some colors now,
Hi-ho around we go, we mix some colors now.
Red and yellow make orange, red and yellow make orange,
Hi-ho around we go, red and yellow make orange.

Yellow and blue make green...etc.
Blue and red make purple...etc.
Red and white make pink...etc.
Red and green make brown...etc.
Black and white make gray...etc.

Around the wheel we went, around the wheel we went,
Hi-ho around we go, around the wheel we went.

Musical Recordings

De Colores and Other Latin-American Folk Songs for Children by Jose-Luis Orozco.
Letras, Numeros Y Colores by Jose-Luis Orozco.

Flannelboard Story

Tell *Teddy Wore His Red Shirt.* The story and patterns are on pages 47-49 of *Mother Goose's Playhouse: Toddler Tales and Nursery Rhymes* by Judy Sierra.

Crafts

Paint Smooshies

MATERIALS:

- Several pieces of white paper per child
- Fingerpaints in various colors

DIRECTIONS:
Provide each child with paper and paint. Let the children put blobs of the colored paints onto the paper, fold the paper in half, and then unfold the paper to see the different combinations of colors and designs.

Rainbow Coloring

MATERIALS:

- Rainbow patterns at the back of this chapter
- Crayons, colored markers, or finger paints
- Paper

DIRECTIONS:
Copy and cut out the rainbow patterns at the back of this chapter. Have the children color several of the patterns using crayons, colored markers, or finger paints. Use some of the completed patterns to make mobiles to hang in the library or to decorate a bulletin board.

Games and Activities

Color Hunt

Walk around the library on a "Color Hunt" and look for objects that are "red," "blue," "yellow," "green," "orange," "purple," etc. Also, ask children to name the colors of the clothing they are wearing.

Dance Party

Give the children colored strips of crepe paper. Let them create their own dance movements while waving and twirling the colored strips.

Color Wheel

Combine finger paints in the primary colors of red, yellow, and blue to demonstrate how colors mix to form other colors. Let the children experiment with mixing the paints. A substitute for finger paint is to mix shaving cream with food coloring.

Web Sites

Crayola Creativity Central
www.crayola.com/coloring/numbers.html

EnchantedLearning.com
www.enchantedlearning.com/coloring/

Professional Resource

Ring A Ring O'Roses: Finger Plays for Preschool Children by Flint Public Library.

Discovering Feelings

Books to Share

Dance by Bill T. Jones.
Holes and Peeks by Ann Jonas.
I Feel Happy, and Sad, and Angry, and Glad by Mary Murphy.

Jumping Day by Barbara Juster Esbensen.
My Many Colored Days by Dr. Seuss.
Noisy Nora by Rosemary Wells.
Sometimes I Feel Like A Mouse: A Book About Feelings by Jeanne Modesitt.
When Sophie Gets Angry—Really, Really Angry by Molly Bang.

Fingerplay

I Am a Top
(From *Ring A Ring O'Roses*)
(Sing to the tune of "I'm a Little Teapot.")

I am a top all wound up tight, *(clasp hands tightly together)*
I whirl and whirl with all my might. *(both hands wind around each other)*
And now the whirls are out of me *(stop whirling)*
So I will rest as still as can be. *(fold hands)*

Song

If You're Happy and You Know It
(Adapted by Victor Schill)

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
Then your face is 'gonna' show it,
If you're happy and you know it, clap your hands.

Additional Verses:
If you're sad and you know it, wipe your eyes...
If you're mad and you know it, stamp your feet...
If you're excited and you know it, shout hooray!...
If you're surprised and you know it, say Oh!...
If you're silly and you know it, tickle yourself...

Flannelboard Stories

Tell *Pretend to Be.* The story and patterns are on pages 21-29 of *Flannelboard Stories for Infants and Toddlers* by Ann Carlson.

Tell *What Is This Baby Feeling?* The story and patterns are on pages 58-61 of *Flannelboard Stories for Infants and Toddlers* by Ann Carlson.

Crafts

Different Feelings

Materials:

- Copy of dog pattern for each child
- Crayons
- Glue sticks or tape
- Craft stick per child

Directions:

Copy and cut out the dog pattern found at the end of this chapter. Let the children color the dog pattern and then tape or glue them to a craft sticks. Ask the children what makes a dog happy (for example, bones, treats, walks, etc.) Then ask children what makes a dog sad, for instance, being sick, a trip to the vet, getting hurt.

Happy Face/Sad Face

Materials:

- Happy face and sad face patterns
- One small paper plate per child
- One craft stick per child
- Glue sticks or tape

Directions:

Copy and cut out the happy and sad face patterns found at the end of this chapter. Glue or tape the happy face to one side of the paper plate and the sad face to the other side of the paper plate and then glue or tape the paper plate to the craft stick. Give them to the children to color. Ask them to hold up the happy face and discuss things that make them happy and then hold up sad face and talk about things that make them sad.

9 Discovering My Backyard

Books to Share

How My Garden Grew by Anne Rockwell.
In the Tall, Tall Grass by Denise Fleming.
Little Elephant by Miela Ford.
My Spring Robin by Anne Rockwell.
Sunflower House by Eve Bunting.
Tom and Pippo in the Garden by Helen Oxenbury.
The Very Busy Spider by Eric Carle.
Where's Spot? by Eric Hill.

Fingerplays

Jump Or Jiggle

Frogs jump. Caterpillars hump.
Worms wiggle. Bugs jiggle.
Rabbits hop. Horses clop.
Snakes slide. Seagulls glide.
Mice creep. Deer leap.
Puppies bounce. Kittens pounce.
Lions stalk - but I walk!

My Flower Bed

(From *Ring a Ring O'Roses*)
See the blue and yellow blossoms
In the flower bed.
The daisy spreads its petals wide, *(hold palms up—fingers open)*
The tulip bows its head. *(bend hands at wrist with fingers closed)*

My Garden

(From *Ring a Ring O'Roses*)
This is my garden; *(extend one hand forward, palm up)*
I'll rake it with care, *(make raking motions on palm with three fingers of other hand)*
And then some flower seeds
I'll plant there. *(make a planting motion)*
The sun will shine, *(make circle with hands)*
The rain will fall, *(let fingers flutter down to lap)*
My garden will blossom *(cup hands together; extend upward slowly)*
And grow straight and tall.

Song

MARIPOSA
(Adapted by Victor Schill)
(Sing to the tune of "Are You Sleeping.")
Pre-cut a variety of butterflies in different colors. Repeat the verse, substituting the colors of the butterflies. As you sing the song, each child brings up a butterfly in the appropriate color to attach to a bulletin board, poster board, or wall, to make a "backyard" group of brightly colored butterflies.

Mariposa, mariposa,
Brightly colored, brightly colored.
Who has the red one? Who has the red one?
Add it now, add it now.

Flannelboard Story

Tell *What Do You See Outside?* The story and patterns are on pages 96-103 of *Flannelboard Stories for Infants and Toddlers* by Ann Carlson.

Crafts

Thumbprint Insects

MATERIALS:
- Several non-toxic black and/or red stamp pads
- White construction paper
- Drawing pencils or pens

DIRECTIONS:
Let each child make several thumbprints on a piece of white construction paper and then draw legs and faces to create different insects.

Thumbprint Snake

MATERIALS:
- Snake pattern at the end of the chapter
- Non-toxic stamp pads or finger paints in various colors

DIRECTIONS:
Copy the snake pattern found at the end of this chapter for each child. To color the body of the snake, let children make thumbprints using the stamp pads and/or paints.

Turtle Stick Puppet

MATERIALS:
- Turtle pattern at the end of the chapter
- Craft sticks
- Crayons
- Glue sticks or tape

DIRECTIONS:
Copy and cut out the turtle pattern at the end of this chapter and glue it to a craft stick. Let the children color the turtle to make a stick puppet.

Activities

Collect different types of leaves to bring in for children to examine.

Ask the children to name some of the things that are in

their own backyards, such as flowers, trees, ants, butterflies, grasshoppers, frogs, grass snakes, etc.

Let the children make the movements of animals, such as hop like a frog, crawl like an ant, slither like a snake, flap arms like butterfly wings, bark like a dog, meow like a cat, etc. For a flower or tree, have them stand tall with arms out or upraised. Ask them what kind of flower or tree they are.

Take a tour of the "backyard" of the library to show the children what is found in the library workroom, storeroom, etc.

Web Site

Family Play Activity Center: My Backyard
www.familyplay.com/activities/actBackyard.html

67 Discovering Numbers

Books to Share

Counting Kids by Kim Golding.
One Bear With Bees in His Hair by Jakki Wood.
One Duck Stuck by Phyllis Root.
Over in the Meadow by Ezra Jack Keats.
Ten Black Dots by Donald Crews.
Ten Silly Dogs: A Countdown Story by Lisa Flather.
Uno, dos, tres : 1 2 3 by Pat Mora.

Songs

I Can Count
(By Victor Schill)
(Sing to the tune of "Are You Sleeping.")
Repeat the verse with the numbers "1" through "10" and hold up a picture of each number as you do so, then count back to the number "1".

I can count, I can count,
Yes I can, yes I can.
This is number one, this is number one, *(hold the number "1")*
Count it now, count it now.

Ten Fingers
(By Victor Schill)
(Sing to the tune of "Farmer in the Dell." Repeat the verse, raising a finger each time, until you are holding up ten fingers. Then sing the song in the reverse order, bending down a finger each time until all fingers are folded into your palm.)

No fingers on my hands,
No fingers on my hands, *(hold up hands, fingers bent down)*
Hi-ho the merry-o, no fingers on my hands.
I bend one finger up,
I bend one finger up, *(bend up one finger)*
Hi-ho the merry-o, I bend one finger up.

One finger on my hands...I bend one finger up.
Two fingers on my hands...I bend one finger up.

Flannelboard Stories

Tell *Five Little Ducks*. The story and patterns are on pages

155-163 of *Flannelboard Stories for Infants and Toddlers* by Ann Carlson.

Tell *The Three Pigs*. The story and patterns are on pages 147-151 of *The Flannel Board Storytelling Book, 2nd Edition*, by Judy Sierra.

Craft

Number Collage

Materials:

- Pictures of numbers cut from magazines, newspapers, or die cuts
- Construction paper
- Glue sticks Sticks

Directions:

Give each child a piece of construction paper and let an adult help them glue the pictures of the numbers to the paper to form a collage.

Activity

Let the children count various things, such as their fingers, the toes, the buttons on their clothes, the number of children present, the number of parents present, or the number of children wearing clothes of a particular color. Bring in balloons of various colors and let the children count them, and then take them away one by one and let them count them again. Let the children count how many balloons there are of each color.

Discovering Sounds

Books to Share

Barnyard Banter by Denise Fleming.
Max's First Word by Rosemary Wells.
Mr. Little's Noisy Car by Richard Fowler.
Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr.
Root-a-Toot-Toot by Anne Rockwell.
Spot Visits the Farm by Eric Hill.

Fingerplays

Boom, Bang!
(From *Ring A Ring O'Roses*)

Boom, bang, boom, bang! *(bang gong)*
Rumpety, lumpety, bump! *(beat drum)*
Zoom, zam, zoom, zam! *(cut back and forth with hands)*
Clippety, clappety, clump! *(nod head from side to side in rhythm with words)*
Rustles and bustles
And swishes and zings! *(hug shoulders, rock in rhythm)*
What wonderful noises a thunderstorm brings!

My Horn
(From *Ring A Ring O'Roses*)

Now I will play my little horn. *(make fists and place them end to end)*
I put my fingers so.
And then I lift it to my mouth, *(raise fist to mouth)*

And blow, and blow, and blow.

Poem

Echo
(From *Mrs. Henriksen's Poetry Pages* web site)

In a valley, valley, valley,
Or a canyon, canyon, canyon,
Give a shout, shout, shout
To find out, out, out
If there's an echo, echo, echo
In the air, air, air.
Sound will bounce, bounce, bounce
Off surfaces there, there, there.
You'll hear an echo, echo, echo,
Echo, echo, echo, echo.

Song

Old MacDonald Had Some Sounds
(Adapted by Victor Schill)
(Sing to the tune of "Old MacDonald Had a Farm.")
Repeat the verse using honk, boom, thump, bang! pop, tweet, hiss, sshh, etc.

Old MacDonald had some sounds, E-I-E-I-O.
And in his sounds he had a toot, E-I-E-I-O.
With a toot, toot here, and a toot, toot there,
Here a toot, there a toot.
Everywhere a toot, toot.
Old MacDonald had some sounds, E-I-E-I-O.

Activities

Bring musical instruments for the children to play and experience the different sounds they can make with the instruments. Children can line up to form a marching band and march around playing the instruments.

Guest Speaker

Ask the band director or student from your local school district to bring various instruments to the library and demonstrate the sounds they make.

Web Sites

Mrs. Henriksen's Poetry Pages
http://members.home.net/henriksent/
Giggle Poetry
www.gigglepoetry.com/

Discovering Things That Go In The Air and In The Water

Books to Share

Airplanes by Byron Barton.
Boats by Anne Rockwell.
Four Brave Sailors by Mirra Ginsburg.
Mr. Gumpy's Outing by John Burmingham.
The Owl and the Pussycat by Edward Lear.
Planes by Anne Rockwell.
Tom and Pippo See the Moon by Helen Oxenbury.

Fingerplays

The Airplane
(From *Ring A Ring O'Roses*)

The airplane has great big wings; *(arms outstretched)*
Its propeller spins around and sings *(make one arm go around)*
"Vvvvvv!"
The airplane goes up; *(lift arms)*
The airplane goes down; *(lower arms)*
The airplane flies high *(arms outstretched, turn body around)*
Over our town!

Five Little Sailboats
(By Victor Schill)
Hold up fingers of one hand and bend them down one by one.

Five little sailboats sailing close to shore.
One of them docked, then there were four.
Four little sailboats bobbing on the sea.
One sailed far away, then there were three.
Three little sailboats on the ocean blue.
One sailed home for lunch, then there were two.
Two little sailboats basking in the sun.
One chased a school of fish, then there was one.
One little sailboat sailing all alone,
Heard her mother call her, so she sailed home.

Poem

Recite *Four Fat Goats*. It is on page 26 of *Beneath a Blue Umbrella* by Jack Prelutsky.

Song

Down by the Airport
(Adapted by Victor Schill)
(Sing to the tune of "Down by the Station.")
Repeat the verse several times.

Down by the airport
Early in the morning,
See the little airplanes
All in a row.
See the brave pilots
Start up their engines,
Whirr! Whirr! Vroom! Vroom!
Into the air we go!

I'm a Sailboat
(Adapted by Victor Schill)
(Sing to the tune of "Twinkle, Twinkle, Little Star." Repeat the verse several times.)

I'm a sailboat as you see,
As you see, as you see.
Sailing, sailing, merrily,
Up the waves and then back down,
As my sails make a flapping sound,
A flapping sound, a flapping sound,
Sailing, sailing, happily,
How I love to sail the sea!

Finger Puppet Glove Story

Recite *Rub a Dub Dub*. It is on pages 32-33 of *Mother Goose's Playhouse* by Judy Sierra.

Flannel Board Story

Tell *The Three Billy Goats Gruff*. The story and patterns are on pages 118-122 of *The Flannel Board Storytelling Book, 2nd Edition* by Judy Sierra.

Craft

Airplane and Ship Picture

MATERIALS:

- Airplane and ship patterns, one set per child
- Crayons or finger paints
- Glitter
- Glue sticks
- Blue construction paper

DIRECTIONS:

Copy and cut out the airplane and ship patterns found at the end of this chapter. Let the children decorate the airplane and ship patterns using crayons or finger paints and then, with the assistance of an adult, let them glue the airplane pattern in the upper half of the blue construction paper and the ship in the bottom half of the paper.

Activity

Have parent and child, or children in pairs, sit on the floor facing each other and holding hands, and let them rock back and forth while singing "Row, Row, Row Your Boat." Try moving and singing slow and deep, and then fast and high. Repeat several times.

Bring in toy models or pictures of different types of boats, ships, planes, and spacecraft, and put them in a box or bag. Pull out items one at a time and ask children to name the item and if it travels on the water or in the air.

Have children pretend they are traveling on an airplane or a ferryboat and ask them to describe their trip, including any sights, sounds, and smells they might notice.

Web Site

Theodore Tugboat
www.pbs.org/tugboat/

Professional Resource

The Flannel Board Storytelling Book, 2nd Edition by Judy Sierra.

Discovering Things That Go on the Road

Books to Share

Beep Beep by Anne Miranda.
Bertie and Small and the Fast Bike Ride by Vanessa Cabban.
Chugga-Chugga-Choo-Choo by Kevin Lewis.
Cosmo Zooms by Arthur Howard.
I Love Trucks! by Philemon Sturges.
Max's Ride by Rosemary Wells.
Mr. Gumpy's Motor Car by John Burmingham.
Tom and Pippo and the Bicycle by Helen Oxenbury.

Fingerplay

Choo-Choo Train
(From *Ring A Ring O'Roses*)

This is a choo-choo train *(bend arms at elbows)*
Puffing down the track. *(rotate forearms in rhythm)*
Now it's going forward, *(push arms forward; continue rotating)*
Now it's going back. *(pull bell cord with closed fists)*
Now the whistle blows. *(hold fist near mouth and blow)*
What a lot of noise it makes *(cover ears with hands)*
Everywhere it goes. *(stretch out arms)*

Songs

Driving & Riding
(Adapted by Victor Schill)
(Sing to the tune of "Little Red Wagon.")

Riding in the yard on my little red bike,
Riding in the yard on my little red bike,
Riding in the yard on my little red bike,
Riding my bike today!

Scooting along on my little red scooter,
Scooting along on my little red scooter,
Scooting along on my little red scooter,
Scooting along today!

Skating around on my little red skateboard,
Skating around on my little red skateboard,
Skating around on my little red skateboard,
Skating around today!

Driving on the road in my little red race car,
Driving on the road in my little red race car,
Driving on the road in my little red race car,
Driving along today!

Chugging on the tracks in my little red engine,
Chugging on the tracks in my little red engine,
Chugging on the tracks in my little red engine,
Tootin' my whistle all day!

The Wheels on the Bus
(Adapted by Victor Schill)

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All around the town.
The wipers on the bus go swish, swish, swish…
The horn on the bus goes honk, honk, honk…
The change on the bus goes clink, clink, clink…
The babies on the bus go coo, coo, coo…
The parents on the bus go hug, hug, hug…
The people on the bus go up and down, up and down, up and down…
The wheels on the bus go round and round, round and round…

Music

Choo Choo Boogaloo: Zydeco Music for Families by Buckwheat Zydeco.
Travelin' Magic by Joanie Bartels.

Flannelboard Stories

Tell *How Things Move*. The story and patterns are on pages 133-139 of *Flannelboard Stories for Infants and Toddlers* by Ann Carlson.

Tell *Wheels on the Bus*. The story and patters are on pages 80-101 of *2's Experience Felt Board Fun* by Liz & Dick Wilmes.

Craft

Make a Train

MATERIALS:

- Set of six train car patterns
- Crayons
- Glue sticks
- Piece of poster board or construction paper per child

DIRECTIONS:

Copy and cut out the set of the train patterns found at the end of this chapter for each child. Let the parents help the children glue the train patterns in a row on the poster board or construction paper and then color them.

Activities

Invite the children to line up and put their arms on the shoulders of the child in front of them so that they form a train. The child in the front of the line pretends to be the engine; the child at the end of the line pretends to be the caboose. Children in between pretend to be the various types of train cars, such as coal car, boxcar, mail car, dining car, freight car, etc. March around the library making chugging and tooting sounds.

Bring in toy models or pictures of different types of cars, trucks, and trains, and keep them in a box or bag. Pull them out one at a time and ask children to name the item and how it is used.

Guest Presenter

Invite your local fire department to bring a fire engine to the library for a demonstration.

Web Site

Thomas the Tank Engine
www.thomasthetankengine.com/

DISCOVERING MY WORLD

Books to Share

The Bear Went Over the Mountain by Rosemary Wells.
I Went Walking by Sue Williams.
Sidewalk Trip by Patricia Hubbell.
Silly Sally by Audrey Wood.
Smiling by Gwenyth Swain.
Spot Goes to the Park by Eric Hill.
Tom and Pippo Go for a Walk by Helen Oxenbury.
Whose Mouse Are You? by Robert Kraus.

Fingerplays

GARBAGE COLLECTOR
(By Adelle Muller-McKinstry)
(Sing to the tune of "I'm a Little Teapot.")

I'm a garbage collector, I pick up trash.
I put it in the truck where it goes smash!
In the truck I drive to the dump,
I tip up my truck and the garbage goes kerplunk!
If you would recycle then you'd see,
You'd save lots of space for you and me.

Teeter-Totter
(From *Ring A Ring O'Roses*)
Children choose a partner, and one child stands up as the other stoops down.

Up and down, and up and down,
High up in the sky.
Up and down, and up and down,
On our teeter-totter.
Up and down and up and down,
See what's to be found.
Up and down, and up and down,
Grass and trees and water.

Traditional Rhymes

"From Wibbleton to Wobbleton"
"Itsy Bitsy Spider"

Songs

Neighborhood Morning
(By Victor Schill)
(Sing to the tune of "Here We Go Round the Mulberry Bush.")

Here I go round the neighborhood,
The neighborhood, the neighborhood.
Here I go round the neighborhood,
This bright and sunny morning.

"Hello!" I say to all my friends,
To all my friends, to all my friends.
"Hello!" I say to all my friends,
This bright and happy morning.

Additional Verses:
I stop and visit the library, the library, the library…
I bring home books to read, books to read, books to read…

Going to the Park
(Adapted by Victor Schill)
(Sing to the tune of "Farmer in the Dell." Add more verses that you or the children devise.)

We're going to the park, we're going to the park,
Hi-ho the merry-o, we're going to the park.

Our friends are going too, our friends are going too,
Hi-ho the merry-o, our friends are going too.

Additional Verses:
We'll play on the swings, we'll play on the swings…
We'll go down the slide, we'll go down the slide…
We'll have a picnic there, we'll have a picnic there…
What fun we'll have, what fun we'll have…

Stick Puppet Stories

Tell *The Bear Went Over the Mountain* and *Itsy Bitsy Spider*. They are on page 45 and page 46 of *Mother Goose's Playhouse* by Judy Sierra.

Crafts

Itsy-Bitsy Spider

MATERIALS:

- Copies of spider pattern
- Craft stick or straw per child
- Glue sticks or tape

DIRECTIONS:

Copy and cut out the spider pattern at the end of this chapter and glue or tape it to a craft stick. Let the children color the spider and act out the rhyme, "Itsy Bitsy Spider."

Butterfly and Flower Mobiles

MATERIALS:

- Copies of butterfly and flower patterns
- Crayons
- Yarn or string
- One-hole punch

DIRECTIONS:

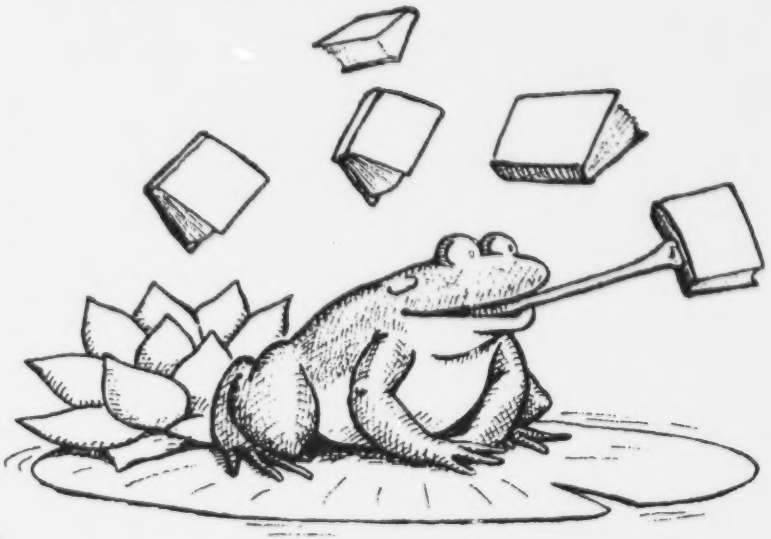
Copy and cut out the butterfly and flower patterns at the end of this chapter so that each child has several of each. Let the children color the butterfly and flower patterns. Punch a hole in the top of each pattern. Tie a piece of yarn or string onto each pattern. Let the children take them home or hang them from the ceiling to decorate the story time room or the library.

Activity

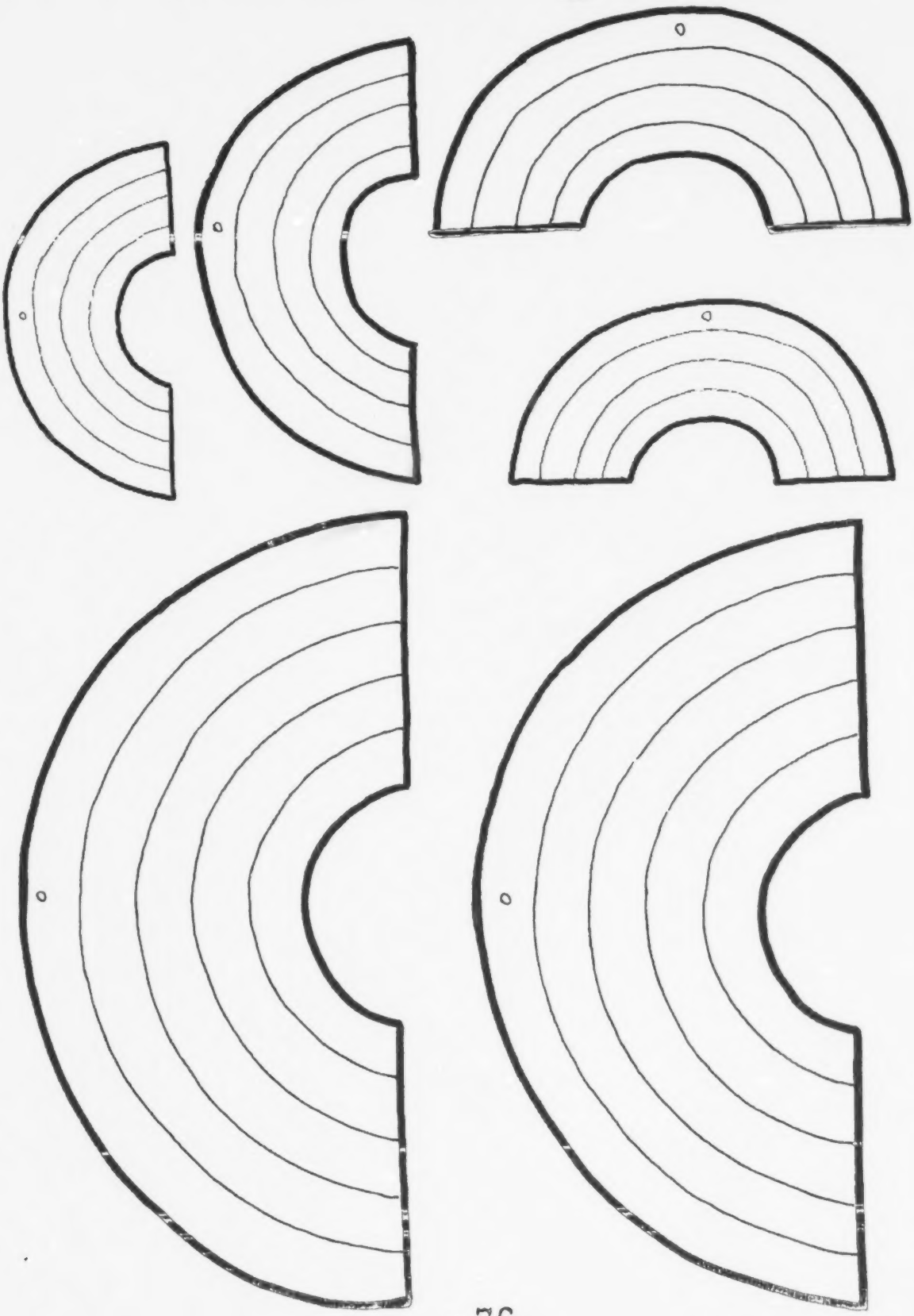
Pretend that you are taking the children on a trip to the park to play and have a picnic. Ask them to talk about what they might see at the park, what playground equipment they might play on, what games they would like to play at the park, what food and drink they would take for the picnic, what clothes they would wear, etc. Sing songs as part of this activity, such as "If You're Happy and You Know It" or "Going to the Park" (the words are above). Play games such as "Simon Says."

Web Site

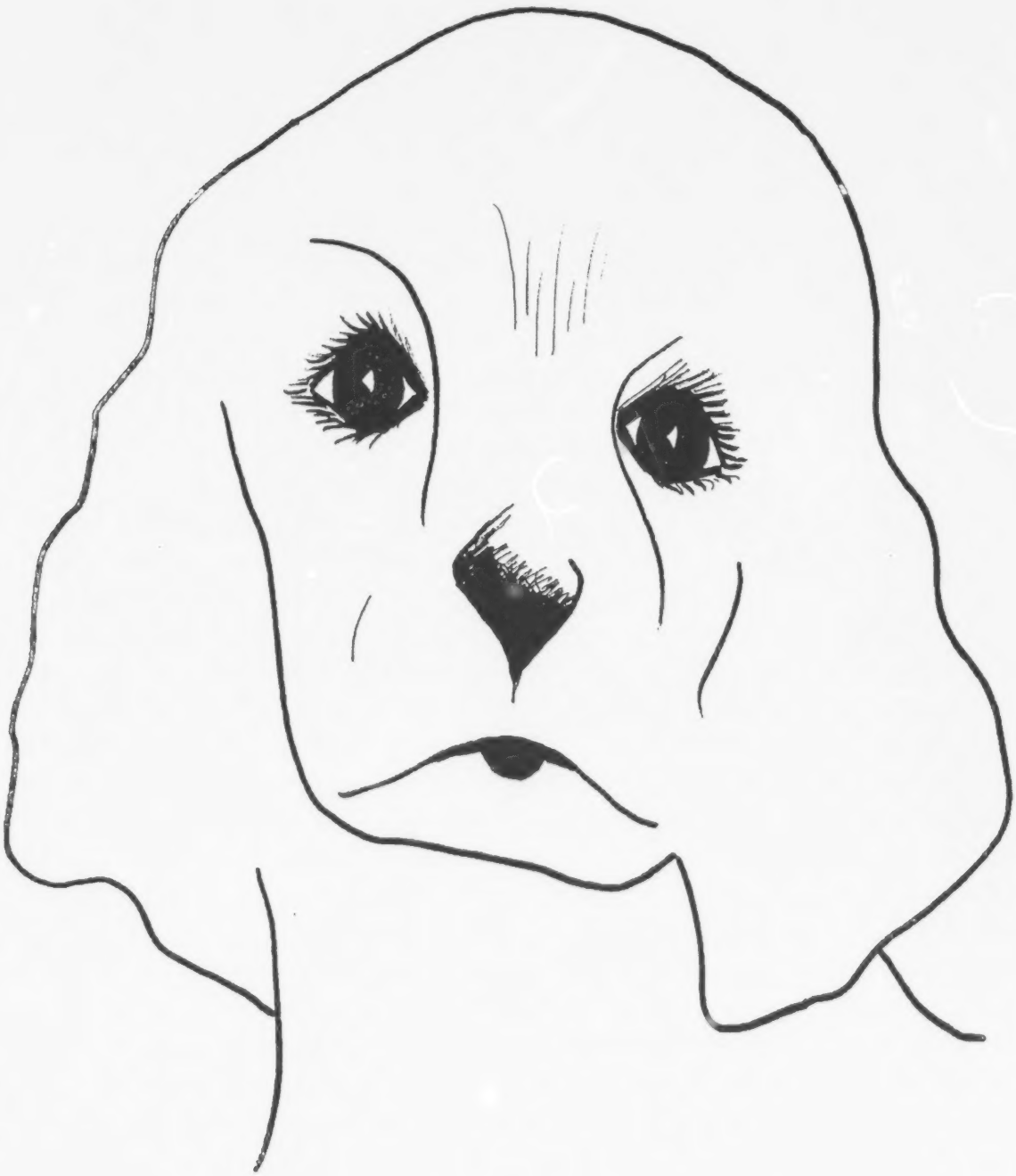
Mr. Rogers Neighborhood
www.pbs.org/rogers/



Rainbow Coloring Craft

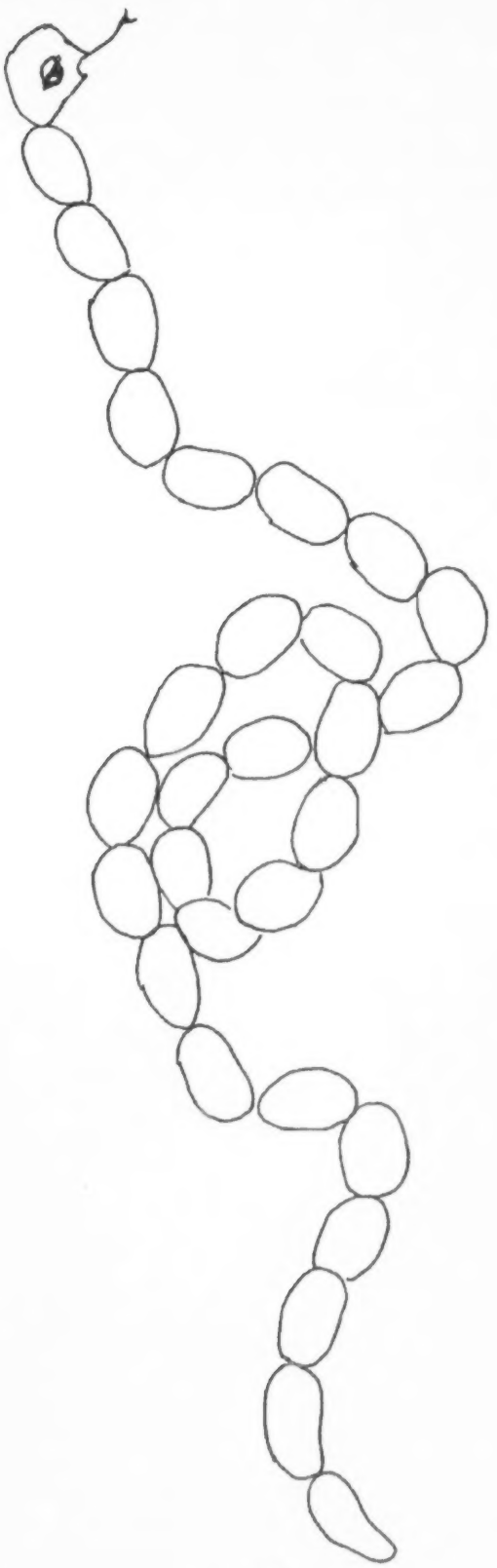


Different Feelings Craft

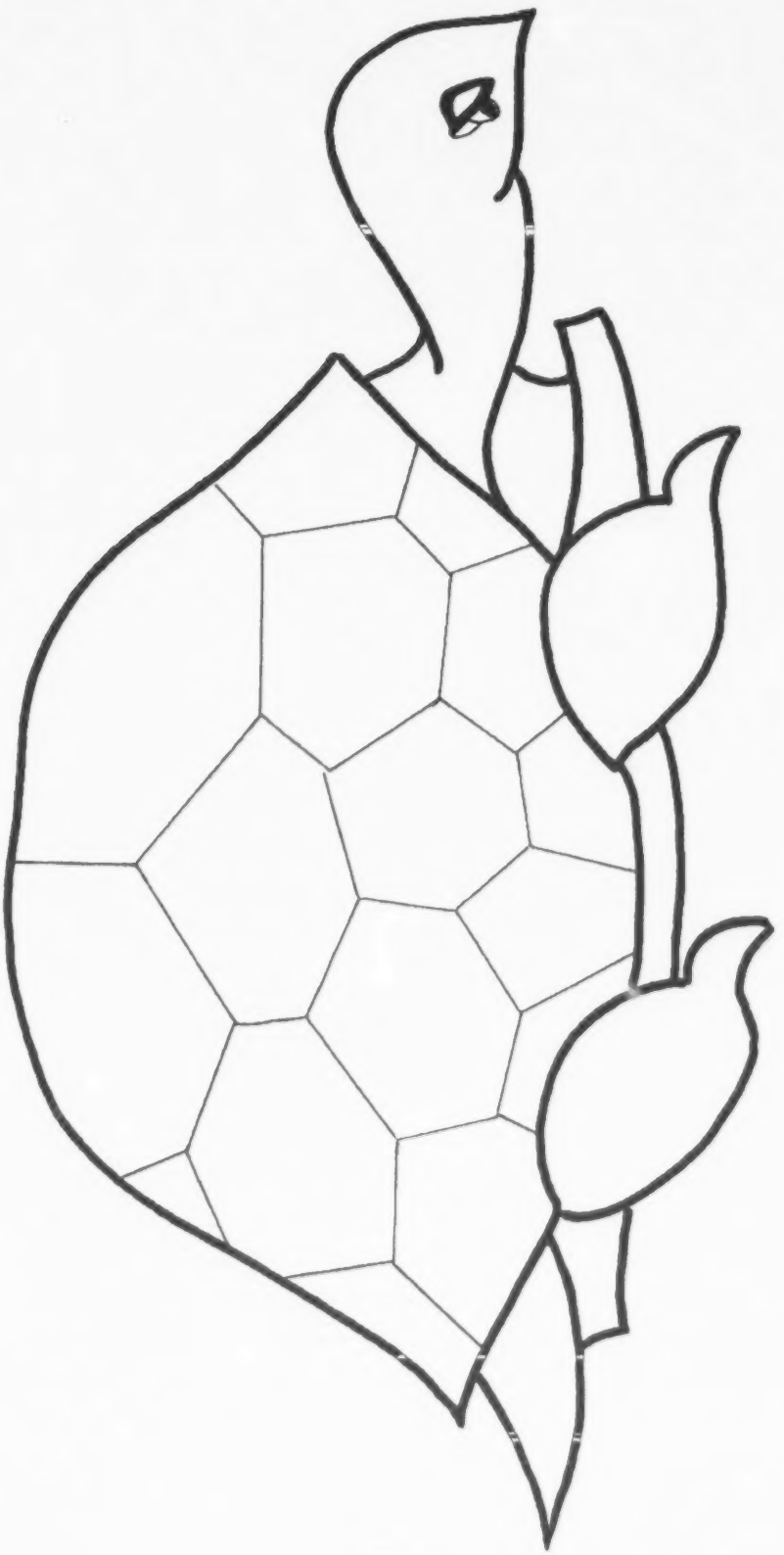


Happy Face/Sad Face Craft

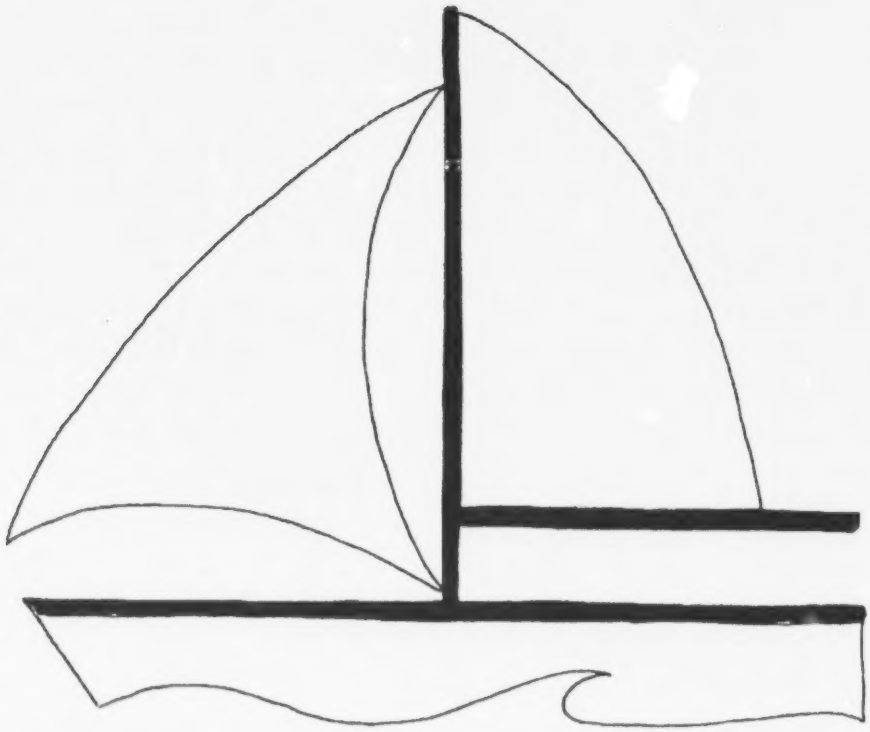
Thumbprint Snake Craft

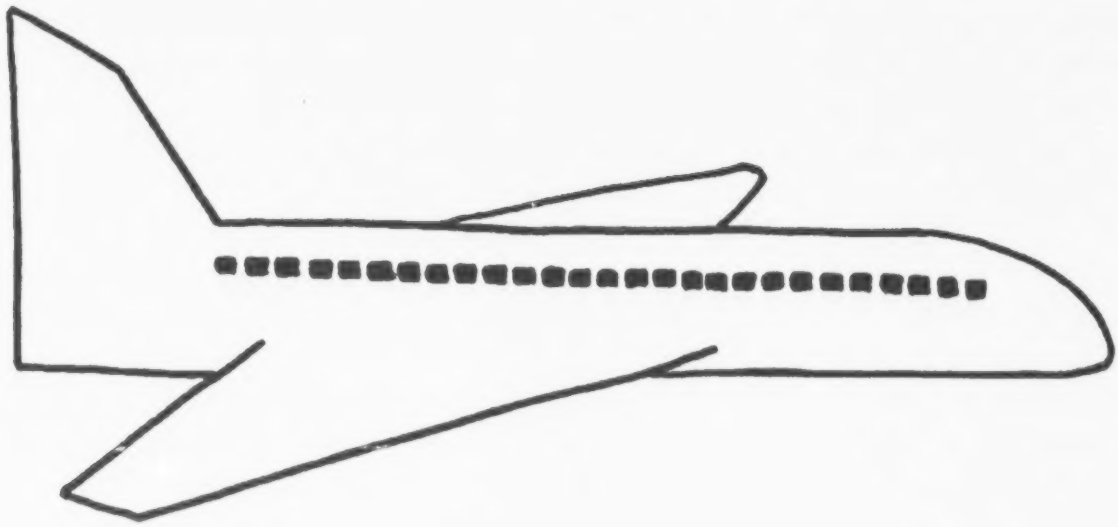


Turtle Stick Puppet Craft

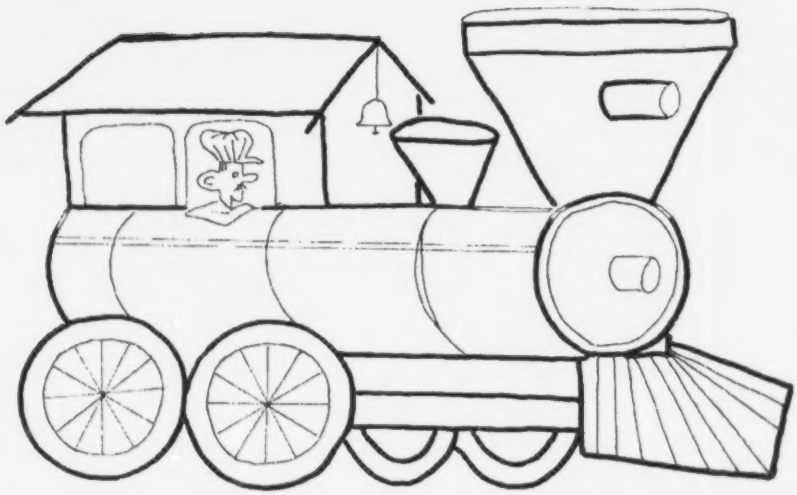


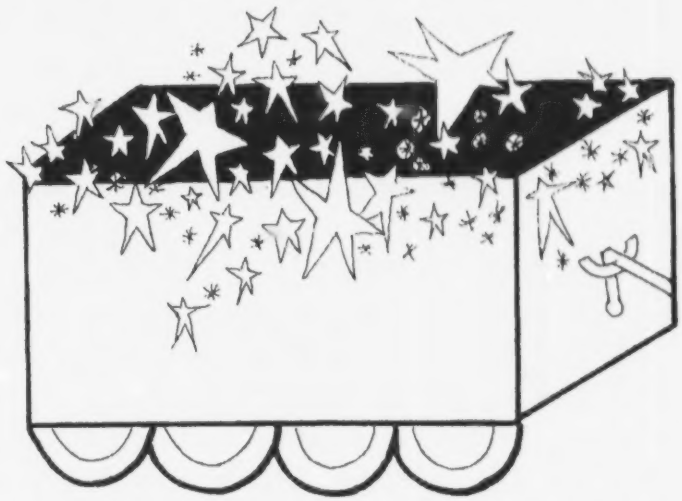
Airplane and Ship Picture Craft

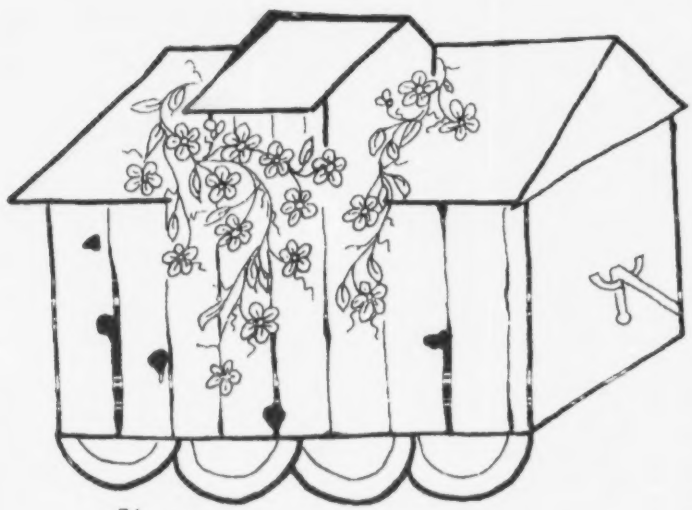




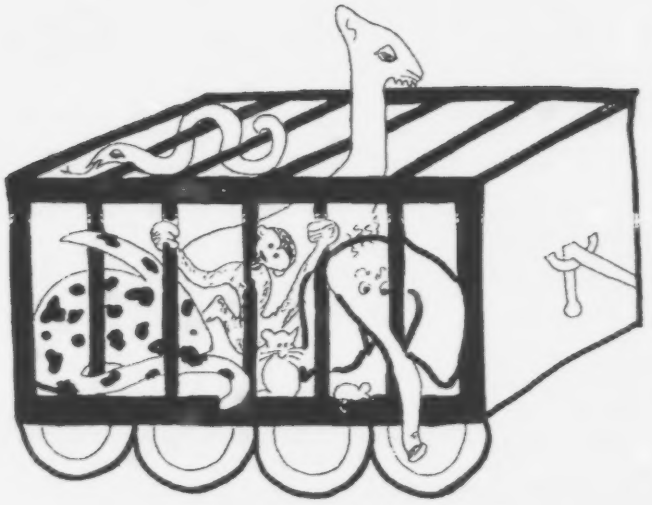
Make a Train Craft

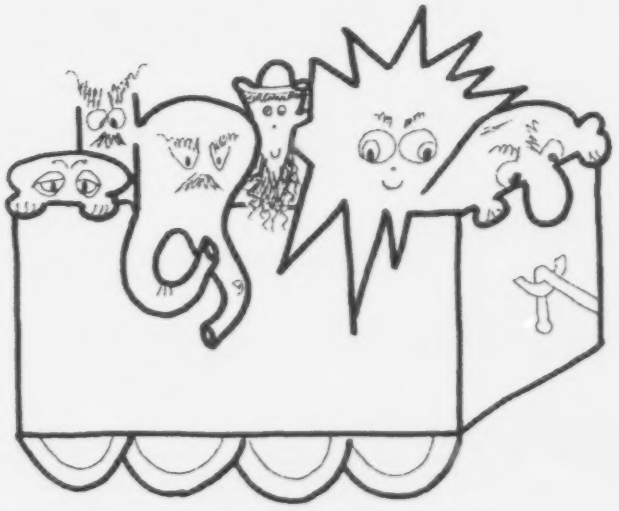


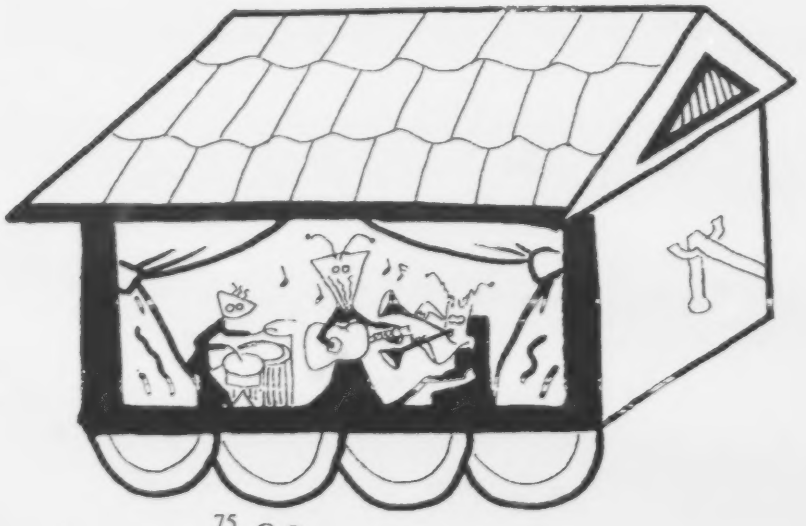




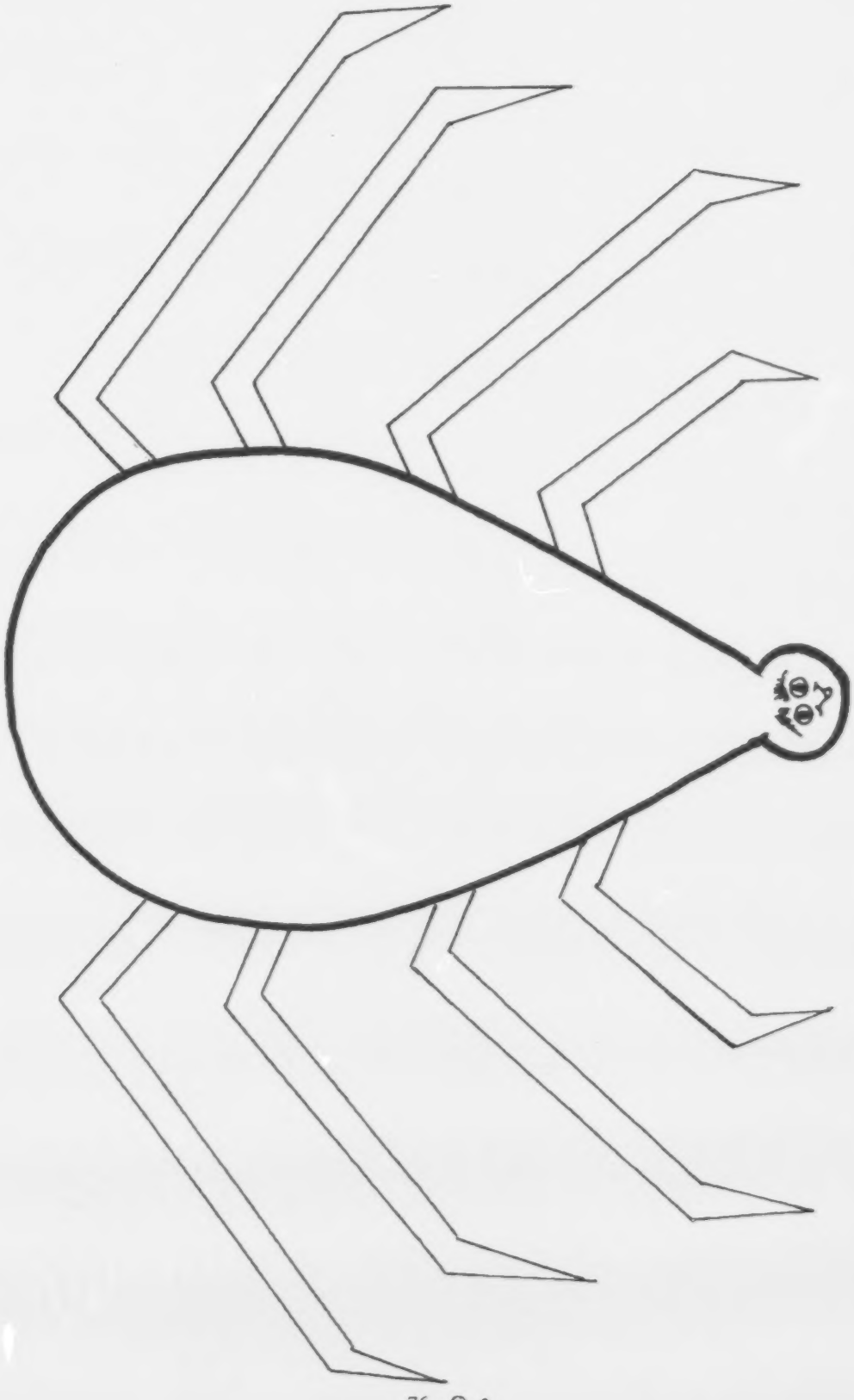
Make a Train Craft





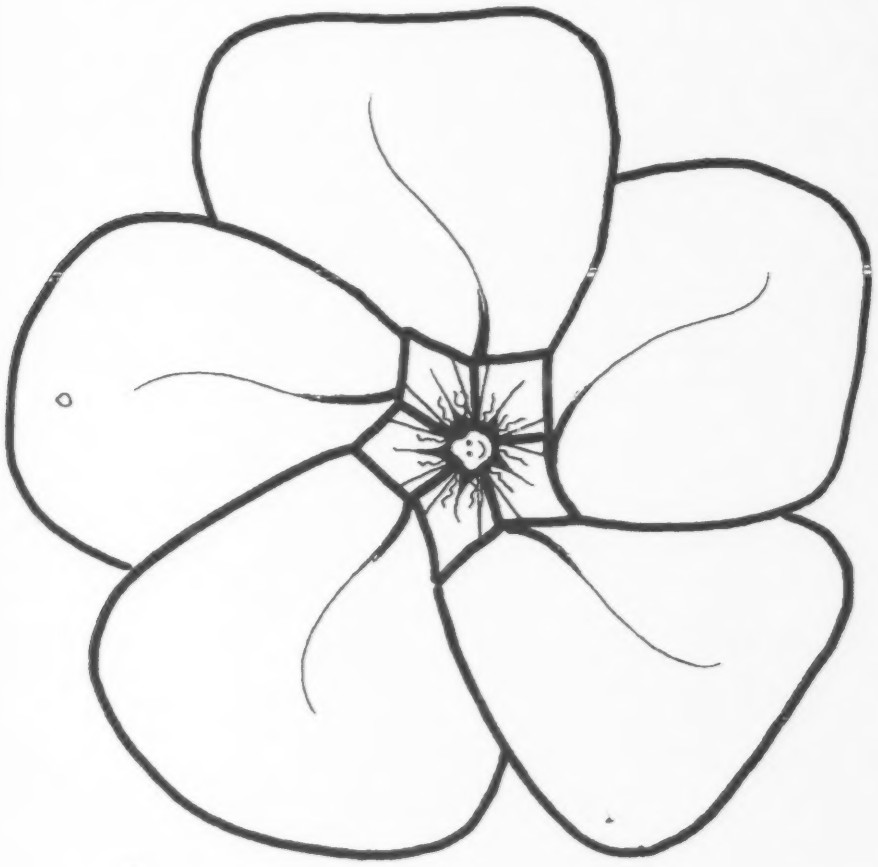


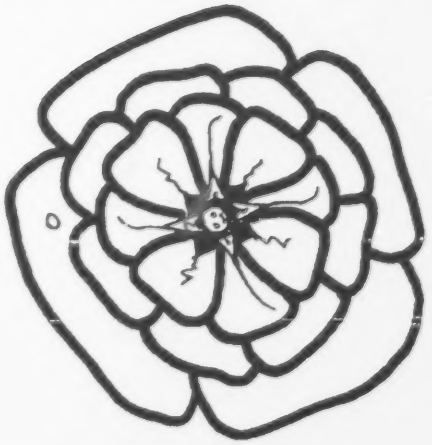
Itsy Bitsy Spider Puppet Craft



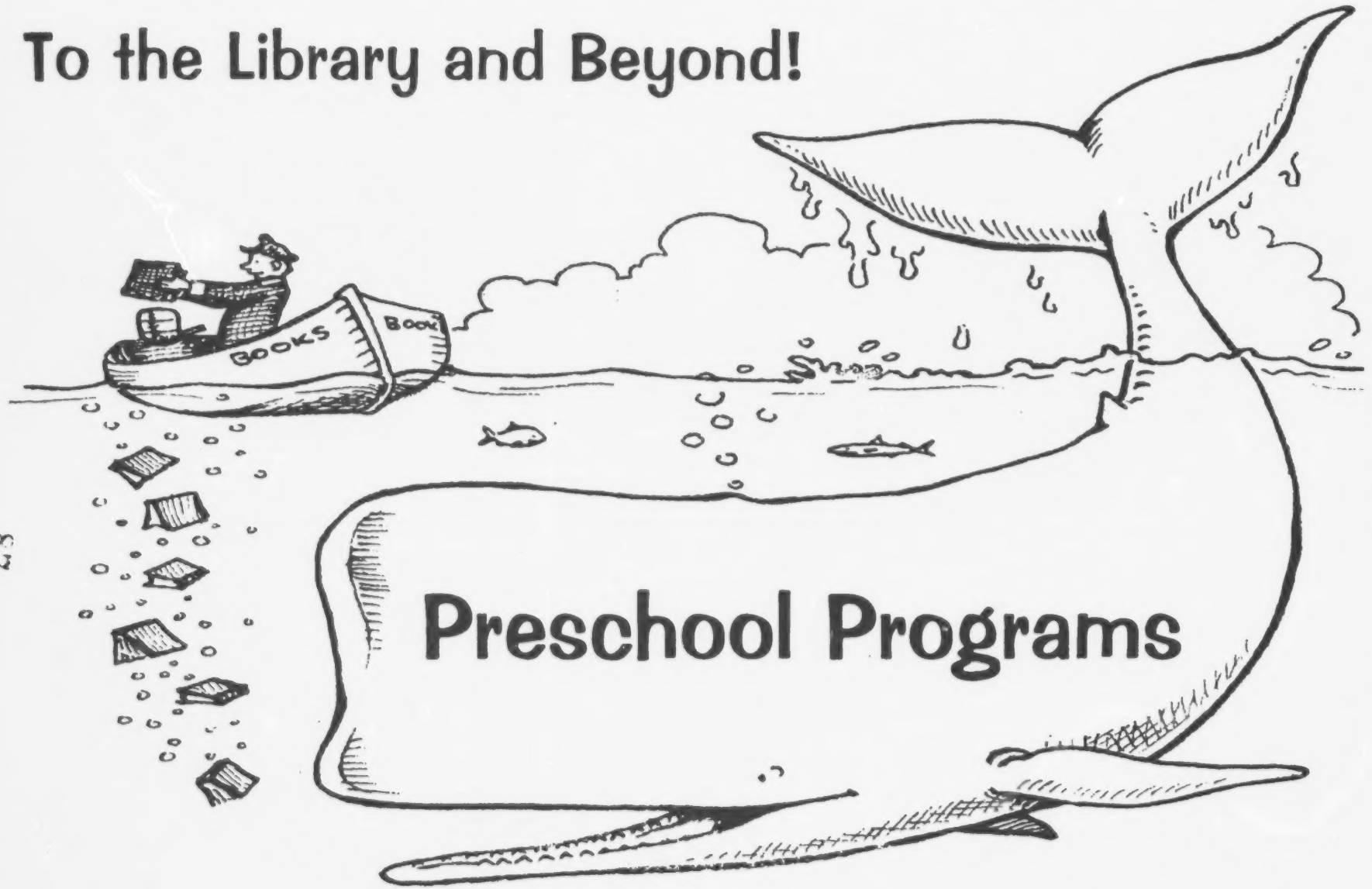
Butterfly and Flower Mobiles Craft

Butterfly and Flower Mobiles Craft





To the Library and Beyond!



Preschool Programs

To the Library and Beyond!

Preschool Programs

by Kathleen D. Green, Adelle Mueller-McKinstry, and Victor Lynn Schill

Exploring the Circus

Books to Share

Barnyard Big Top by Jill Kastner.
Carousel Round and Round by Kay Chorao.
The Circus Baby by Maud Fuller Petersham.
Clifford at the Circus by Norman Bridwell.
Curious George Goes to the Circus by Margaret Rey.
Peter Spier's Circus by Peter Spier.
Spot Goes to the Circus by Eric Hill.

Fingerplay

This Little Clown
(From *Ring A Ring O'Roses*)

This little clown is fat and gay. *(hold up thumb)*
This little clown does tricks all day. *(hold up pointer finger)*
This little clown is tall and strong. *(hold up middle finger)*
This little clown sings a funny song. *(hold up ring finger and wiggle it)*
This little clown is wee and small, *(hold up little finger)*
But he can do anything at all!

Poem/Craft/Activity

Read "Forty Performing Bananas." It is on page 47 of *The New Kid on the Block* by Jack Prelutsky. Make the stick puppets using the patterns at the end of this chapter. Let the children color the bananas with yellow crayons or paint and glue craft sticks to them. Let the children dance the bananas as you recite the poem.

The Banana Cheer
(By Victor Schill)
Use the banana stick puppets with this poem also.

Hey! Hey! Whadda ya say,
Bananas really taste okay! *(wave stick puppet above your head)*
Hey! Hey! Whadda ya know,
Bananas now begin the show! *(wave again)*
Wave to the left! *(point puppet to the left)*
Wave to the right! *(point puppet to the right)*
Bananas are a true delight! *(wave above head again)*
Now peel your banana to take a bite!
Peel them fast! *(quickly peel a banana)*
Peel them slow! *(slowly peel a banana)*

Peel them high! *(peel a banana with hands above your head)*
Peel them low! *(peel a banana with hands down near the floor)*
Bananas really Go!-Go!-Go!

Riddle

(From *Ring A Ring O'Roses*)

Right foot, left foot, see me go. *(step on right foot, then left foot, swaying side to side)*
I am gray and big and slow.
I come walking down the street
With my trunk and four big feet. *(extend arms together in front and swing like an elephant's trunk)*
What am I? *(As children guess "elephant," let them copy the motions.)*

Song

Down by the Circus
(By Victor Schill)
(Sung to the tune of "Down by the Station.")
Repeat the verse twice.

Down by the circus early in the evening,
See the circus animals all in a row.
See the ringmaster blow his little whistle,
Toot! Toot! Tweet! Tweet! On with the show!

Craft

Clown Bookmark

Materials:
- 1 ½" X 6" strip of poster board per child
- Pre-cut collars, hats, feet, faces from patterns (one set per child)
- Glue sticks
- Crayons

Directions:
Give each child a strip of poster board and a set of the pre-cut patterns. Let the children use crayons to color the strip of poster board, and then glue on a face, collar, hat, and feet to create a clown figure to use as a bookmark.

Crafts and Activities

Circus Performers
Copy and cut out the umbrella pattern found at the end of this chapter onto various colors of construction paper. Let children glue or tape the umbrella pattern to a craft stick. Tape a strip of paper or ribbon on the floor. Let the children pretend to be tightrope walkers and walk along the strip from end to end holding the umbrella in one hand.

Face Painting
Decorate children's faces as animals or clowns with a face-painting kit. For some great ideas, look in the 745's on your library's shelves for a book about face painting. Or, ask someone who does face painting to come to the library and demonstrate face painting with the children.

Animal Actions
Let the children pretend they are circus elephants and parade into story time swaying their hands in front of them like trunks, and then leave the story time room in the same manner. Choose other circus animals for them to mime.

Exploring the Desert

Books to Share

Armadillo Ray by John Beifuss.
The Desert Is My Mother / El Desierto Es Mi Madre by Pat Mora.
Los Tres Pequenos Jabalies by Susan Lowell.
The Tortoise and the Jackrabbit by Susan Lowell.
Two Cool Coyotes by Jillian Lund.

Fingerplays

I'm a Little Javelina
(By Alexandra & Leila Parrish)
(Sing to the tune of "I'm a Little Teapot.")

I'm a little javelina, short and stout, *(squat down)*
Here are my whiskers, *(hand to chin and pretend to tug at beard)*
Here is my snout. *(hand to nose)*
When I get real hungry, *(rub stomach)*
You can hear me shout,
GRUNT!

Two Little Mules
(From *Ring A Ring O'Roses*)
This little mule wants corn. *(hold up right hand, palm inward, thumb up)*
This little mule wants hay. *(same with left hand—point toward right)*
Give them all what they can eat,
And let them munch away. *(work little fingers up and down as if eating)*

Song

She'll Be Comin' Round the Cactus
(Adapted by Victor Schill)
(Sing to the tune of "She'll Be Comin' Round the Mountain.")

She'll be comin' round the cactus when she comes, when she comes.
She'll be comin' round the cactus when she comes, when she comes.
She'll be comin' round the cactus, whe'll be comin' round the cactus,
She'll be comin' round the cactus, when she comes, when she comes.

Additional Verses:
She'll be drivin' six jackrabbits when she comes, when she comes…
Oh, we'll all go out to greet her when she comes, when she comes…
Oh, we'll barbecue some cactus when she comes, when she comes…

Song/Activity

Prickly Pears
(Adapted by Victor Schill)
(Sing to the tune of "Are You Sleeping?")

Cut out multiple prickly pear cactus shapes in various colors for the children to use during the song. For each verse, change the name of the color and have a child bring up a prickly pear cactus shape in that color. You could have the children tape the cactus shapes to a poster board or piece of paper of butcher paper to create a group of prickly pear cacti.

Prickly pears, prickly pears, brightly colored, brightly colored.
Who has the red one? Who has the red one? Add it now, add it now.

Craft

Desert Scape

Materials:

- Cactus, sun, and snake patterns
- Blue construction paper or poster board
- Glue sticks
- Sand

Directions:

Copy and cut out the patterns at the end of this chapter, using green construction paper for the cactus, yellow for the sun, and red or black for the snake. Let the children spread an even layer of glue along the bottom quarter of the paper or poster board and sprinkle sand on the glue to form a desert floor. Then let them glue the cactus and snake along the top edge of the sandy layer and the sun above to create a desert scene.

Activity

Discuss the desert and how it is the home for many living things. Ask them to think about their own homes and name some things found in their homes that are not in the desert, and perhaps some things they think are found in the desert.

Exploring the Farm

Books to Share

Harvey Potter's Balloon Farm by Jerdine Nolen.
Hilda Hen's Search by Mary Wormell.
Mrs. Brown Went to Town by Wong Herbert Yee.
Oh, What a Noisy Farm! by Harriet Ziefert.
One Red Rooster by Kathleen Sullivan Carroll.
Parents in the Pigpen, Pigs in the Tub by Amy Ehrlich.
When the Rooster Crowed by Patricia Lillie.
Z-Z-Zoink! by Bernard Most.

Fingerplay

A Churning We Will Go
(From *Ring A Ring O'Roses)*
(Sing to the tune of "A Hunting We Will Go.")

Ohhh—a churning we will go, a churning we will go,
We'll take the cream and shake it so
And get the butter, OHHHHH!!!

Songs

OLD MACDONALD HAD A FARM

As an activity with this song, find pictures of farm animals in magazines to cut out, and glue or tape to craft sticks or straws. Let children select an animal, and before each verse they hold up the stick puppet and name the animal and the sound it makes.

PINTO

(Adapted by Victor Schill)

(Sing to the tune of "Bingo.")

Repeat the verse, drop a letter each time, and replace it with a hand clap.

There was a farmer had a horse,
And Pinto was her name-o.
P-I-N-T-O
P-I-N-T-O
P-I-N-T-O
And Pinto was her name-o!
Second verse: (clap)-I-N-T-O!
Third verse: (clap, clap)-N-T-O!
Fourth verse: (clap, clap, clap)-T-O!
Fifth verse: (clap, clap, clap, clap)-O!
Sixth verse: (clap, clap, clap, clap, clap!)

Musical Recording

"Sunny Day on the Farm" on *I am Baby* by Joe McDermott.

Flannelboard Stories

Tell The Turnip and *The Three Little Pigs*. The stories and patterns are on pages 50-55 and pages 80-85 of*The Flannel Board Storytelling Book* by Judy Sierra. Present "The Turnip" as a creative drama activity and let the children be the characters and act out the story.

Tell *Peace and Quiet*. The story and patterns are on pages 176-182 of *The Flannel Board Storytelling Book, 2nd Edition*, by Judy Sierra.

Puppet Play

Perform *Henny Penny* adapted by Julie Cowan. The script is in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter in this manual.

Craft

Pig in the Puddle

MATERIALS:

- Pig and puddle pattern pieces
- Crayons
- Glue sticks
- Piece of white construction paper

DIRECTIONS:

Copy the pieces of the pig and the puddle pattern found at the end of this chapter onto pink construction paper. Precut the pieces and give each child a set. Let the children draw a large oval toward the bottom of the white piece of construction paper to represent a puddle, and use a brown crayon to color the inside of the oval. They can draw

grass, trees, and/or flowers around the puddle, and then glue the pig pattern in the middle of the puddle.

Guest Presenter

Invite a member of your local 4H group or county agricultural service to bring a farm animal, such as a cow, to visit the library. The presentation might include a demonstration of how to milk a cow.

Exploring the Jungle/Rainforest

Books to Share

Come to My Party by Judith Benet Richardson.
Elmer by David McKee.
Fernando's Gift / El Regalo de Fernando by Douglas Keister.
The Great Kapok Tree by Lynn Cherry.
I Want My Banana! / Quiero Mi Platano! by Mary Risk.
Jaguar in the Rain Forest by Joanne Ryder.
One Day in the Jungle by Colin West.
Splash! by Flora McDonnel.

Fingerplay

Five Little Elephants
(From *Ring A Ring O'Roses*)

Five little elephants rowing toward the shore;
One fell in, then there were four.

Four little elephants climbing up a tree;
One slid down, then there were three.

Three little elephants living in the zoo;
One walked off, then there were two.

Two little elephants playing in the sun;
One fell asleep, then there was one.

One little elephant isn't any fun;
Abra-ca-da-bra! Then there were none!

Song

Jungle Morning
(By Victor Schill)
(Sing to the tune of "Here We Go Round the Mulberry Bush.")

Lions are roaring in the bush, in the bush, in the bush.
Lions are roaring in the bush, so early in the morning.

Additional Verses:
Monkeys are swinging in the trees…
Elephants are trumpeting loud…
Hippos are rolling in the mud…
Crocodiles are brushing their teeth…
Zebras are washing their stripes…
The jungle is waking up…

Musical Recording

"Jungle Song" on *I am Baby* by Joe McDermott.

Storytelling

Tell *Anansi and the Rock.* It is on pages 46-48 of *Multicultural Folktales: Stories to Tell Young Children* by

Judy Sierra.

Flannelboard Story

Tell *Counting Crocodiles* or *The Monkey and the Crocodile*. The stories and patterns are on pages 176-179 and pages 196-201 of *The Flannel Board Storytelling Book* by Judy Sierra.

Crafts

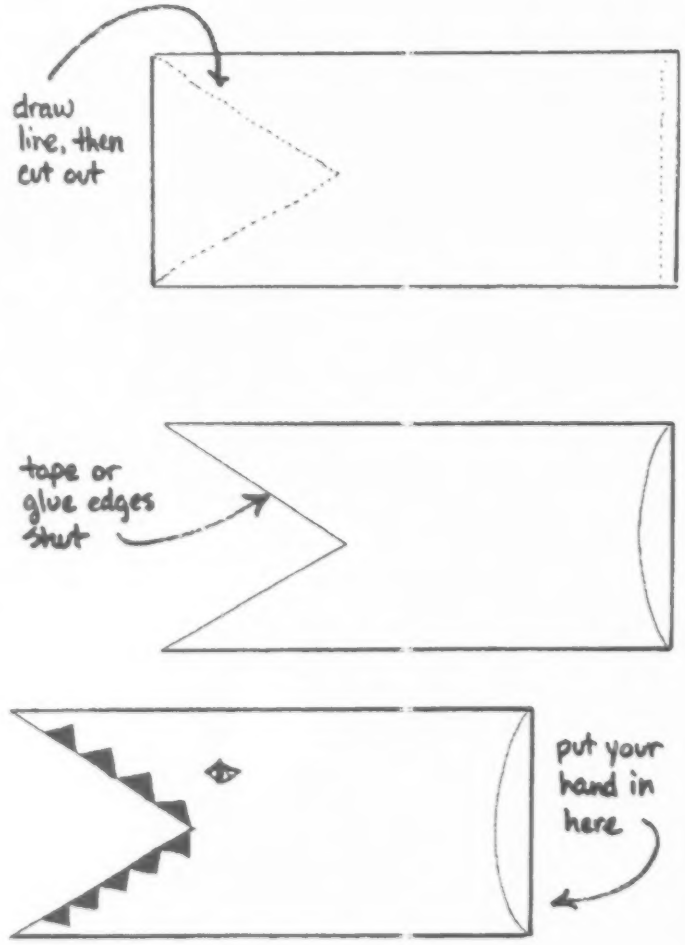
Alligator Envelope Puppet

MATERIALS:

- One legal size envelope per child
- Crayons
- Tape

DIRECTIONS:

Draw a triangle shape at one end of each envelope as shown in the illustration. Cut out the triangle shape and discard. Tape the inner edges of the cut area of the envelope closed. Cut open the opposite end of the envelope. Using crayons, the children can draw alligator eyes and teeth around the inside and outside of the triangular shaped area. Children place their hands in the opening cut on the opposite end of the envelope of their alligator puppets.



Jungle/Rain Forest Collage

MATERIALS:

- Pre-cut pictures of jungle/rain forest animals and scenes from magazines
- Poster board or construction paper
- Glue sticks

DIRECTIONS:
Let the children glue the pictures onto the poster board or construction paper to create a jungle/rain forest collage.

Web Sites

Animals of the Rain Forest
www.animalsoftherainforest.com/

Creative Connections' Let's Go!: Around the World
www.ccph.com/cota/index.html

Videos

Really Wild Animals: Swinging Safari. (30 minutes)
Really Wild Animals: Wonders Down Under. (45 minutes)
Totally Tropical Rain Forest. (40 minutes)

EXPLORING SCHOOL

Books to Share

David Goes to School by David Shannon.
I'll Go to School If... by Bo Flood.
Jazzbo Goes to School by Matt Novak.
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate.
Minerva Louise at School by Janet Morgan Stoeke.
Off to School, Baby Duck! by Amy Hest.
When Dinosaurs Go to School by Linda Martin.
Show & Tell Day by Anne Rockwell.

Fingerplay

WHEN I GO TO SCHOOL
(By Leila Parrish)

When the sun lights up the sky
I sit up and rub my eyes.
I dress myself with greatest care.
I brush my teeth and comb my hair.
Then off to school I go,
To hear the lessons that I love so.

Poem

VOWEL CHEER
The children shout the letters and give a big cheer at the end.

Give me an "A"
Give me an "E"
Give me an "I"
Give me an "O"
Give me a "U"
What do you have?
VOWELS!!

Song

Going to School
(By Victor Schill)

(Sing to the tune of "Farmer in the Dell.")

I'm going to school today, I'm going to school today,
Hi-ho the merry-o, I'm going to school today.

I'm riding the yellow bus, I'm riding the yellow bus,
Hi-ho the merry-o, I'm riding the yellow bus.

Additional Verses:
I'll learn and play at school...
I'll visit the library, too...
I'm going to school today...

Puppet Play

Perform *When I Grow Up* by Gayle A. Travis. The script is in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter of this manual.

Perform *Take Flight and Read!* by Julie Cowan. The script is in this manual in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter of this manual.

Craft/Activity

Lamb Stick Puppet
Sing "Mary Had a Little Lamb" and do this craft.

Materials:

- Lamb pattern found at the end of this chapter
- Cotton balls
- Glue sticks or tape
- Craft sticks or straws or string

Directions:
Copy and cut out the lamb pattern. Let the children glue cotton balls onto the pattern. They can glue or tape the pattern to a craft stick or straw or attach a string to it.

Ask the children to pretend that the lamb puppet is their own pet lamb and that the lamb has followed them to the library that day. Invite them to them introduce their lamb to the other children and tell how they would expect their lamb to act in the library.

Activities

After story time is over, pull out a large box that has the top cut out and a door cut out of one side of the box. Tell the children that it is their school bus and let them pretend they are riding the bus to school and back.

Bring in finger paints and give the children a sheet of paper on which to paint. Cut holes for the children's arms and head from garbage bags and use them for painting smocks.

Exploring the Seashore

Books to Share

Beach Ball by Peter Sis.
Down at the Bottom of the Deep Dark Sea by Rebecca C. Jones.

96 BEST COPY AVAILABLE

Harry by the Sea by Gene Zion.
I Went to the Bay by Ruth Miller.
Not the Piano, Mrs. Medley! by Evan Levine.
Ocean Day by Shelley Rotner and Ken Kreisler.
The Seashore Book by Charlotte Zolotow.
Tom and Pippo on the Beach by Helen Oxenbury.

Fingerplays

Day At the Beach
(From *Ring A Ring O'Roses*)

Ocean breeze blowing, *(sway arms back and forth)*
Feet kick and splash, *(kick feet)*
Ocean waves breaking
On rocks with a crash. *(clap hands loudly)*
Boys finding seashells, *(look toward ground and pick up shell)*
Girls sifting sand, *(pretend to sift sand)*
Friends building castles *(place one hand on top of other and continue going higher)*
As high as they can.
I stretch my arms out *(stretch arms out to side)*
Far as they'll reach.
Oh, my! What fun
On this day at the beach.

Ocean Shell
(From *Ring A Ring O'Roses*)

I found a great big shell one day, *(hold hands cupped)*
Upon the ocean floor.
I held it close up to my ear. *(raise hands to ear)*
I heard the ocean roar!
I found a tiny shell one day, *(one hand cupped)*
Upon the ocean sand.
The waves had worn it nice and smooth.
It felt nice in my hand. *(pretend to roll shell between palms of both hands)*

Songs

Little Shells
(By Victor Schill)
(Sing to the tune of "Ten Little Indians.")

One little, two little, three little shells.
Four little, five little, six little shells.
Seven little, eight little, nine little shells,
Ten little shells on the beach.

Ten little, nine little, eight little shells.
Seven little, six little, five little shells.
Four little, three little, two little shells,
One little shell on the beach.

Little Seahorse
(By Victor Schill)
(Sing to the tune of "Twinkle, Twinkle, Little Star.")

I'm a little seahorse as you see, swimming, swimming speedily,
Darting up and then back down, I go zipping all around,
Swimming, swimming merrily, fast as fast as fast can be!

Flannelboard Poem

Tell *The Fish with the Deep Sea Smile*. The patterns and words are on pages 146-151 of *The Flannel Board Storytelling Book* by Judy Sierra.

Craft

Starfish

MATERIALS:

- Starfish pattern
- Poster board or construction paper
- Glue sticks
- Sand

DIRECTIONS:

Copy and cut out the starfish pattern at the end of this chapter for each child. Have children spread a layer of glue on the pattern and then sprinkle sand over the glue. After it is dry, the children can feel the rough surface of a starfish. Ask the children to describe how it feels different from their own skin.

Activity

Bring in seashells, including at least one conch shell, for the children to observe and touch. Craft stores usually carry packages of seashells. Decorate a shoebox or other small box as a "treasure chest" to hold the seashells, starfish, and sand dollars. Have each child place the conch shell to an ear and listen to the sound of the ocean.

Pretend the children are going to spend a day at the seashore. Cut out pictures of the types of things they might bring and wear, such as swimsuits, sandals, sun glasses, sun screen towels, beach umbrellas, folding chairs, water, etc., and put them in a basket. Let the children pick them out as they decide what they would take with them.

Web Site

Mrs. Henriksen's Poetry Pages
http://members.home.net/henriksent/

EXPLORING THE ZOO

Books to Share

The Dumb Bunnies Go To the Zoo by Sue Denim.
The Escape of Marvin the Ape / La Escapada de Marvin El Mono by Caralyn Buehner.
Going To the Zoo by Tom Paxton.
Good Night, Gorilla by Peggy Rathmann.
The Right Number of Elephants by Jeff Sheppard.
Sam Who Never Forgets by Eve Rice.
The Zoo At Night by Martha Robinson.
Zoo-Looking by Mem Fox.

Fingerplay

BABY KANGAROO
(From *Ring A Ring O'Roses*)

Jump, jump, jump goes the big kangaroo.
(make jumping motions with index finger of right hand)

I thought there was one, but I see there are two.
The mother takes her young one along in a pouch,
(index finger of left hand slips into fist of right hand)

Where he can nap like a child on a couch.
Jump, jump, jump. Jump, jump, jump.
(continue making jumping motion while left index finger is in right fist)

Rhyme

THREE LITTLE TIGERS
(Adapted by Victor Schill)

Three little tigers, they lost their stripes, and they began to cry:
Oh, Mama dear, we sadly fear, our stripes we have lost.
What? Lost your stripes? You naughty tigers! Then you shall have no pie.
Roar, roar, roar, roar.
Three little tigers, they found their stripes, and they began to cry:
Oh, Mama dear, see here, see here, our stripes we have found.
What? Found your stripes? You good little tigers!
Then you shall have some pie.
Roar, roar, roar, roar.

Poem

VISITING THE ZOO
(By Victor Schill)

To the zoo I went today, the many animals for to see.
Mischievous monkeys were at play, and chattered with the chimpanzee.
The lions proud roared away, zebras showed stripes so bold,
Bouncing kangaroos said "G'day!" But the crocodile's smile was cold.
Elephants flapped their ears around, waved their trunks up and down.
Giraffes raced neck and neck, while I continued on my trek.
The tigers did yawn and stare, to pet a snake I did not dare.
More animals are there at the zoo, and to see them I plan to do.

Song

THERE'S A MONKEY ON MY TOE
(By Victor Schill)
(Sing to the tune of "The Spider on the Floor.")

There's a monkey on my toe, on my toe,
There's a monkey on my toe, on my toe.
Nobody knows where he plans to go,
There's a monkey on my toe, on my toe.

There's a monkey on my knee, on my knee,
There's a monkey on my knee, on my knee.
Oh golly gee, I'm as giggly as can be,
There's a monkey on my knee, on my knee.

There's a monkey on my hip, on my hip...
At least that monkey is not on my lip...

There's a monkey on my tummy, on my tummy...
That banana he's got looks good and yummy...
There's a monkey on my shoulder, on my shoulder...

Oh look at him, he's getting much bolder...

There's a monkey on my chin, on my chin...
It makes my head spin to see him grin...

There's a monkey on my head, on my head...

Oh yes! that is what I just said...
There's a monkey on my nose, on my nose,
There's a monkey on my nose, on my nose.
Oh what do you know, here it blows!
A-a-a-a-a-a-a-choooooooooooooooo!!!

Now that monkey's on the ground, on the ground,
Now that monkey's on the ground, on the ground.
Just look at that monkey spinning round and round,
There's a monkey on the ground, on the ground.

Flannel Board Story

Tell *The Two Monkeys: A Cuban Folktale.* The story and patterns are on pages 171-177 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Craft

Butterfly and Lion Paper Plate Puppet

Materials:

- Lion and butterfly patterns
- Large size paper plates
- Craft sticks
- Crayons
- Glue sticks

Directions:

Copy and cut out the butterfly and lion patterns at the end of this chapter and provide a copy of each pattern to each child. Have children color the butterfly and lion patterns. Glue the butterfly pattern on one side of a paper plate and the lion pattern on the other side. Glue craft stick to plate. Use this with *The Dumb Bunnies Go To the Zoo.*

Activity

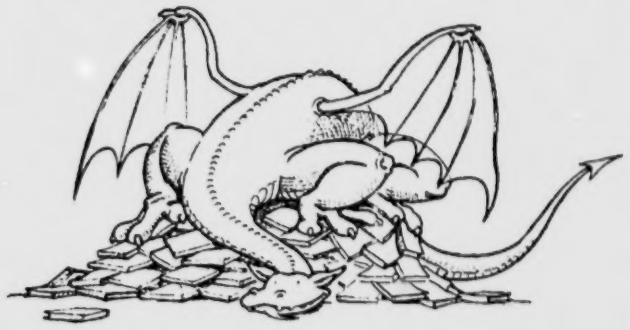
Place pictures of some of the different animals found at a zoo around the library or story time area. Take the children on a walking tour of the zoo and ask them to identify the animals in the pictures, and the sound the animal makes. Ask them to name animals other than the ones in the pictures that can be found at a zoo.

Web Site

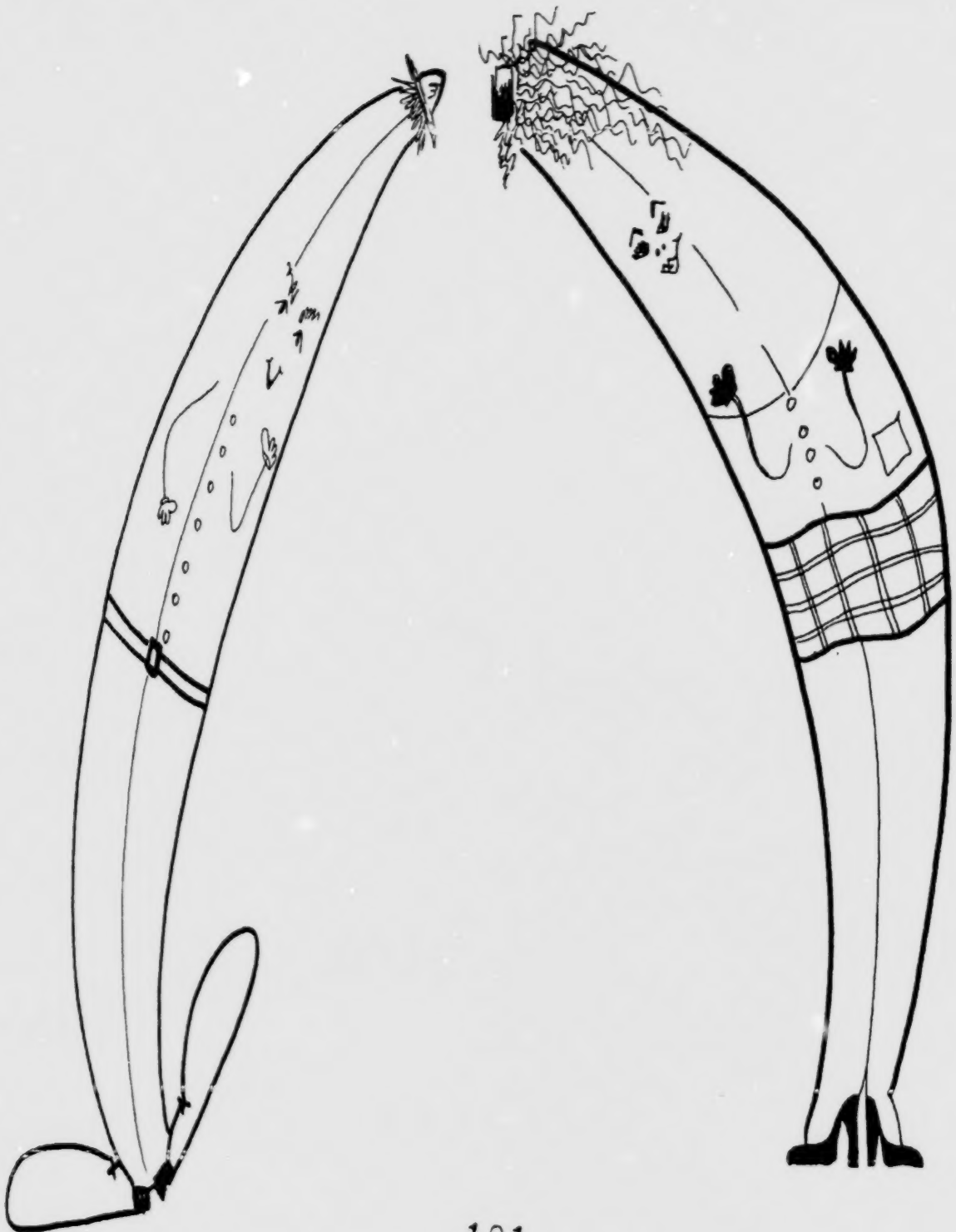
Zoboomafoo (includes a link to coloring pages)
www.pbs.org/zoboo/

Professional Resource

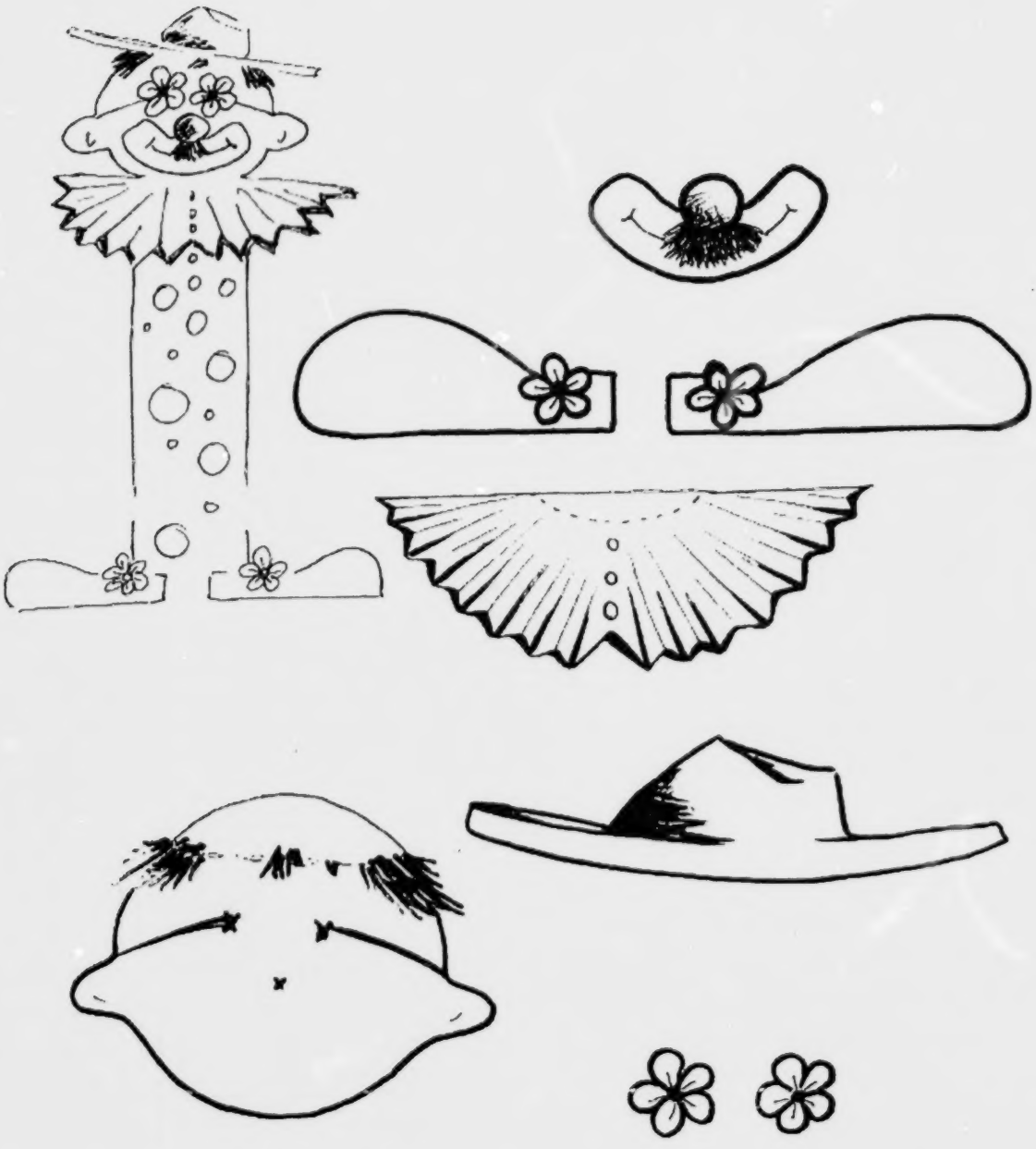
Multicultural Folktales for the Feltboard and Reader's Theater by Judy Sierra.



The Banana Cheer Craft

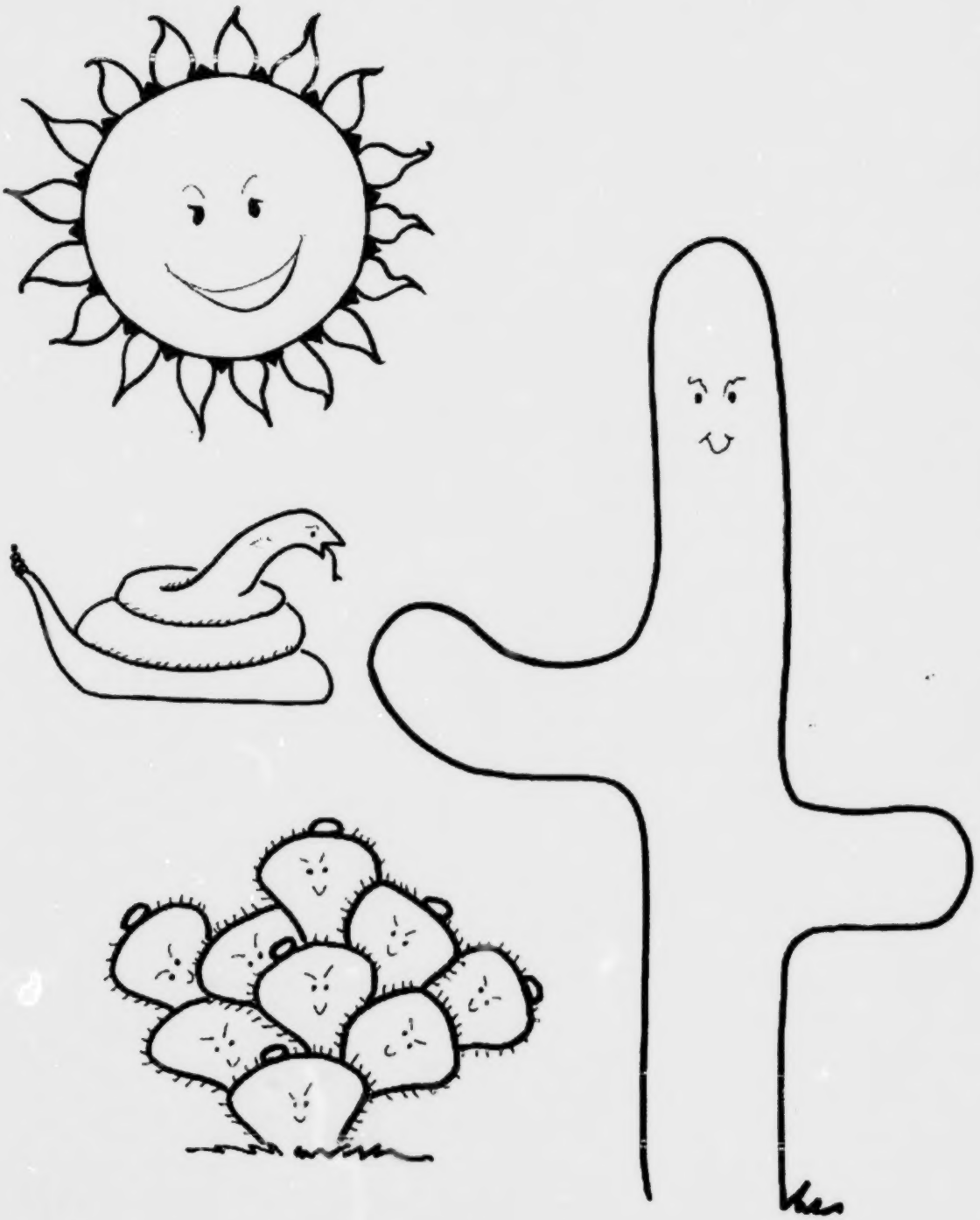


Clown Bookmark Craft

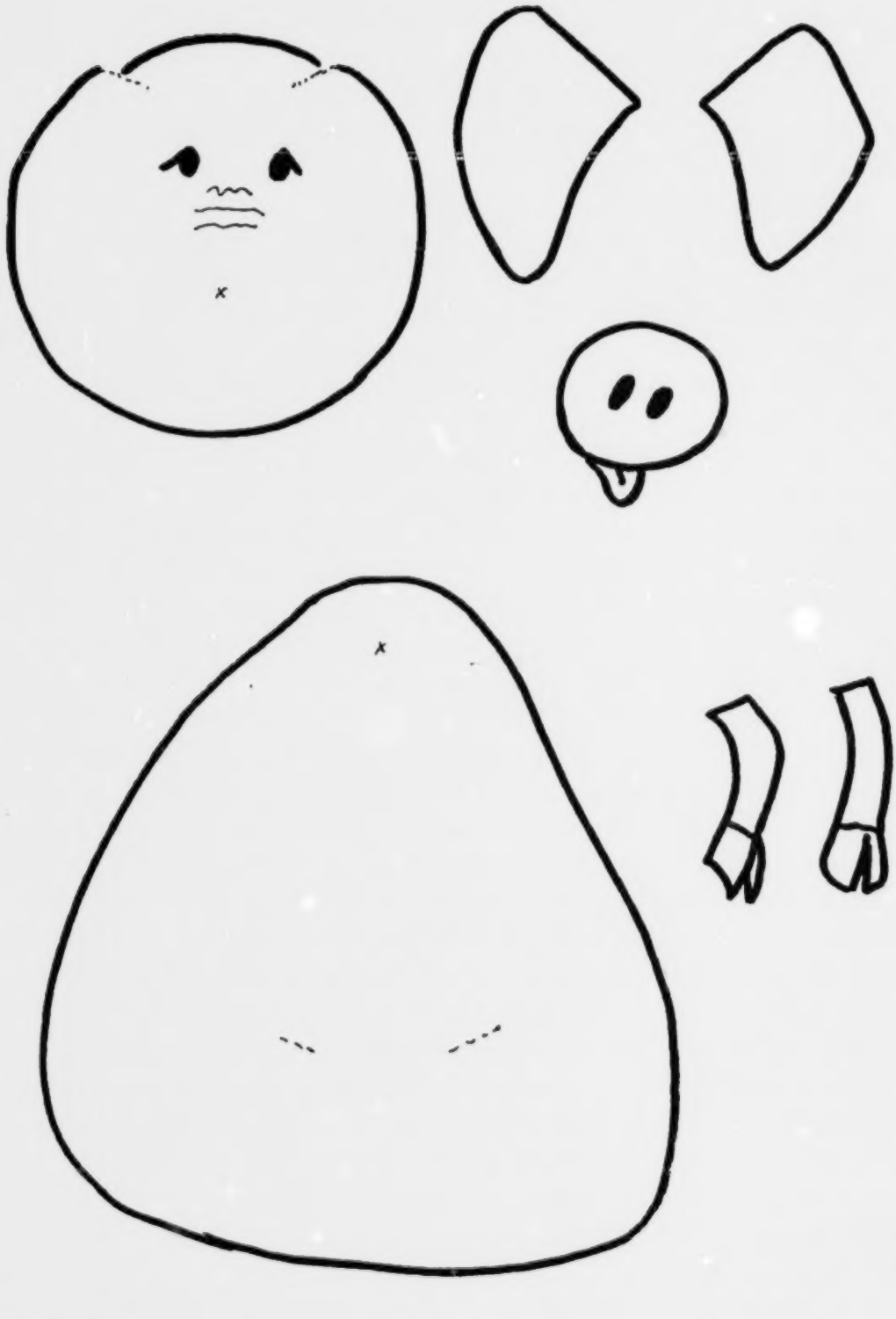


Circus Performers Craft

Desert Scape Craft

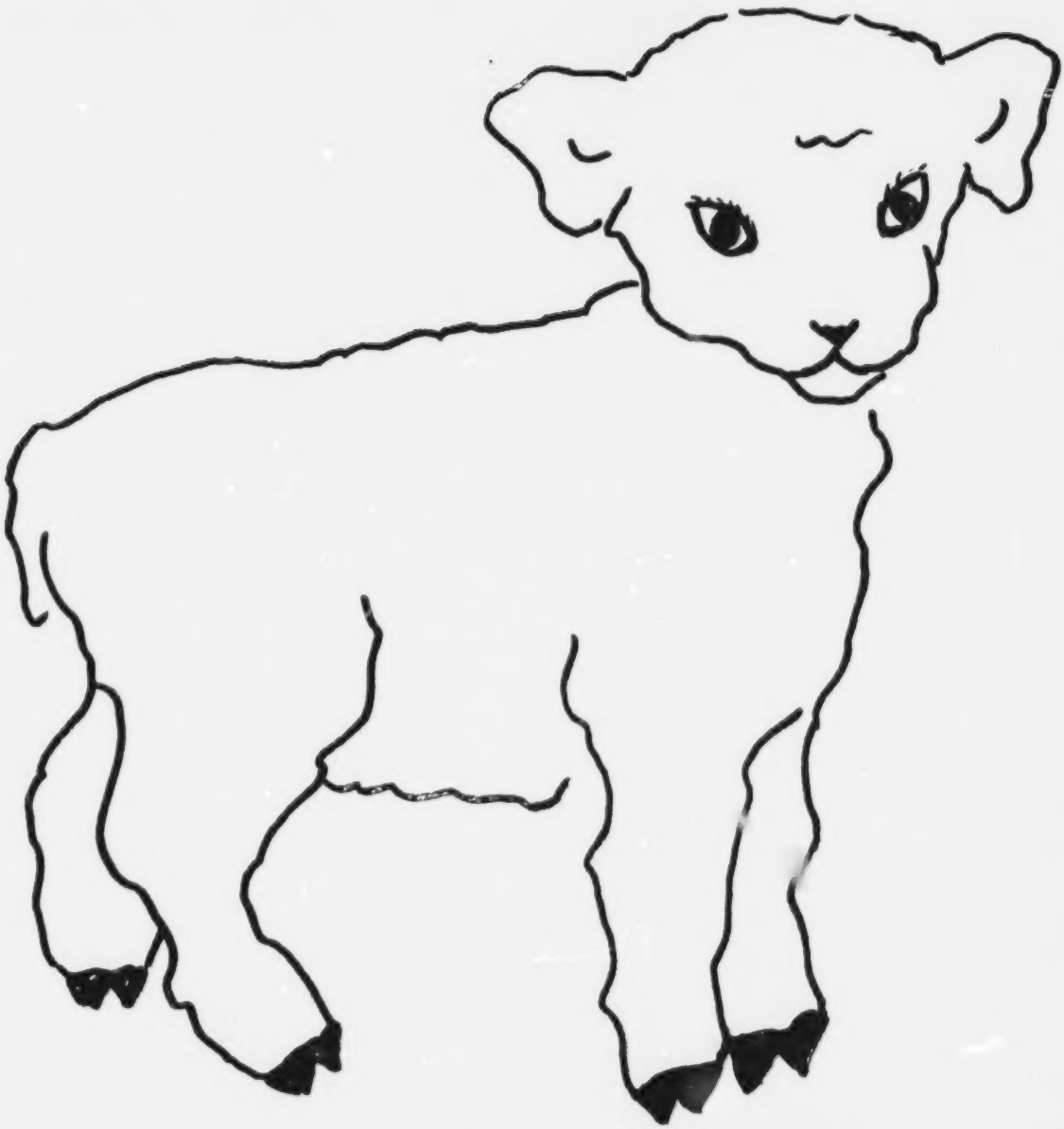


Pig in the Puddle Craft

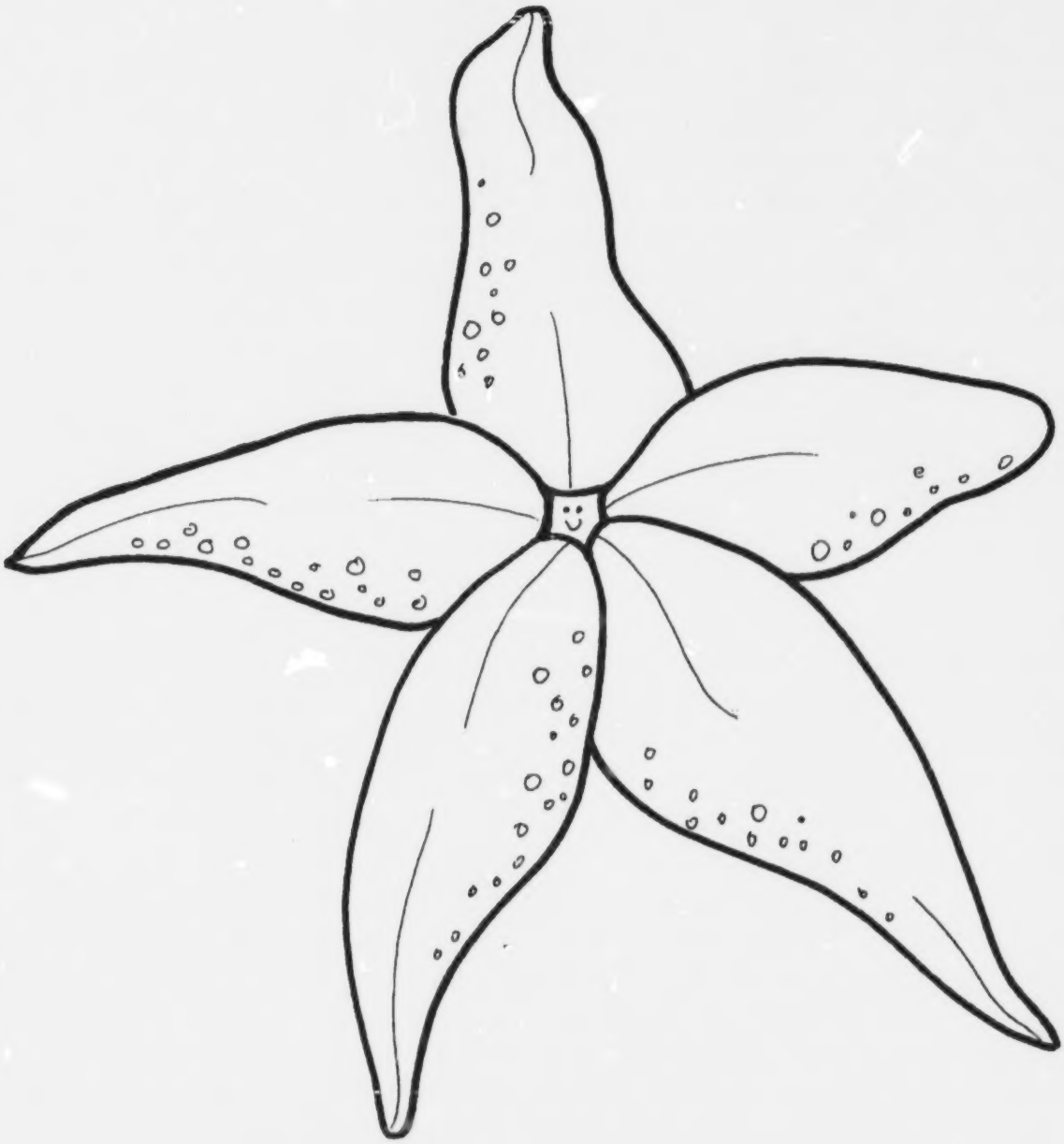


Pig in the Puddle Craft

Lamb Stick Puppet Craft



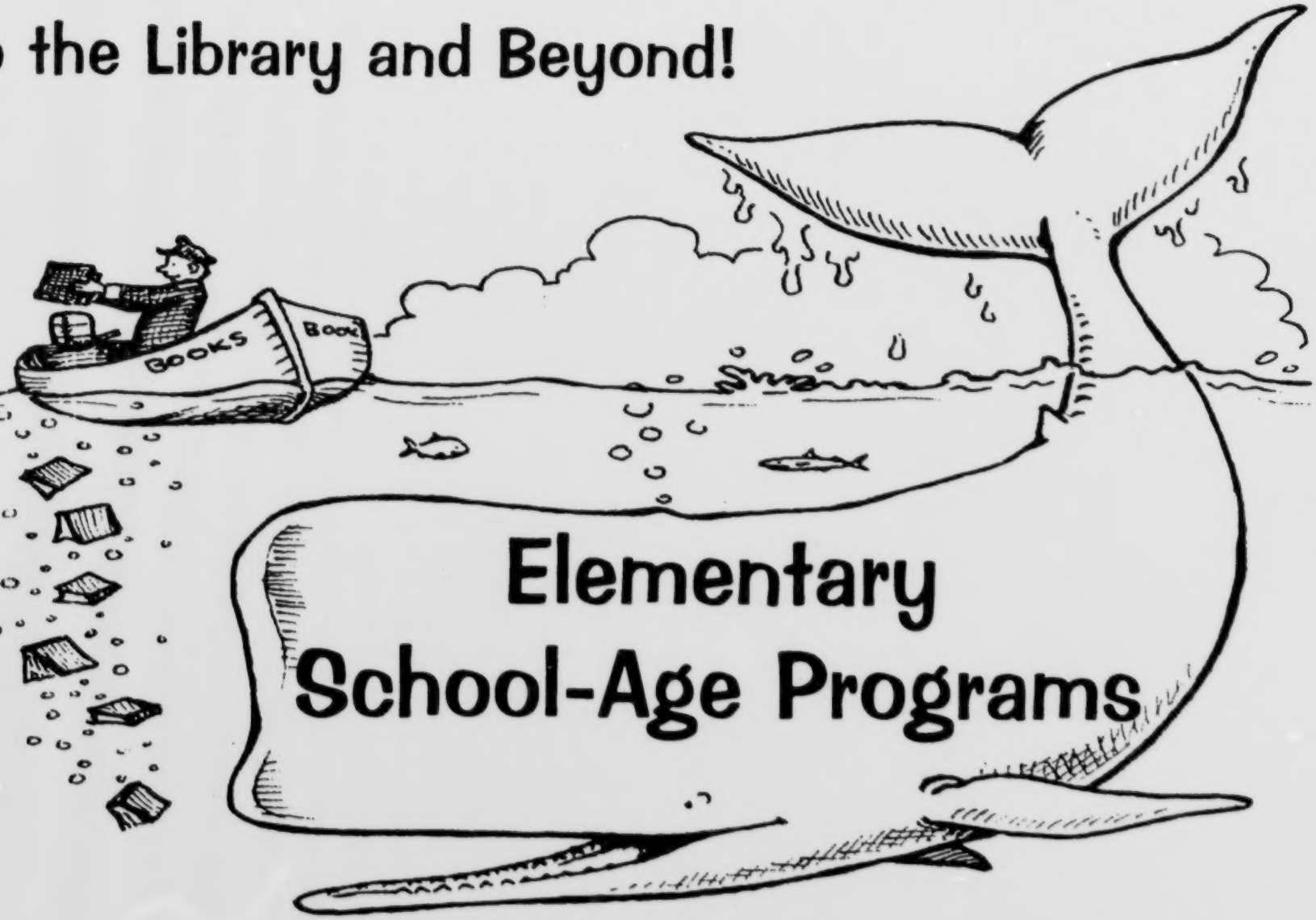
Starfish Craft



Butterfly and Lion
Paper Plate Puppet Craft

Butterfly and Lion
Paper Plate Puppet Craft

To the Library and Beyond!



Elementary School-Age Programs

To the Library and Beyond!

Elementary School-Age Programs

by Tina Hager

Point Me in the Right Direction: Maps

Books to Share

Are We There Yet, Daddy? by Virginia Walters.
The Armadillo from Amarillo by Lynne Cherry.
As the Roadrunner Runs by Gail Hartman.
Me on the Map by Joan Sweeney.
Scrambled States of America by Laurie Keller.

Books to Display or Booktalk

All About Maps by Catherine Chambers.
Maps: Getting from Here to There by Harvey Weiss.
Maps and Mapping by Barbara Taylor.
Maps and Mapmaking by Anita Ganeri.
Measurements by Fran Sammis.

Bulletin Board

You Are Here

Make a bulletin board using maplike drawings to describe the area around the library. For example, squares can represent buildings and squiggly circles represent ponds. Draw streets, railroad tracks, trees, or anything else that would show the location of the library on the map. Also, include the compass directions and a map legend that explains the symbols. Place an "X" on the library, and write, "You are Here."

Craft

Map Folder Holder

Materials:

- Manila folders
- Yarn
- Scissors
- Hole punch
- Stapler

Directions:

Provide each child with two manila folders. Cut them in half so that there are two pieces, and then fold the bottom of each half up three inches. Staple the two sides that were just folded up to make a pocket. Punch a hole at the top, middle, and bottom of the folders. Use yarn to tie the folders together at each hole. When the children travel, they can write the name of their destination on their Map Folder Holder and place a map in the folder's pocket.

Creative Drama

In advance, cut up a map of the United States and glue craft sticks to each state to make puppets. Read *The Scrambled States of America* by Laurie Keller. Let the children act out the story with the stick puppets and props.

Reader's Theater

Let the children read *Woodland Adventure* by Gayle A. Travis. The script is in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter of this manual.

Activities

Where Am I?

Read the book, *Me on the Map* by Joan Sweeney and let the children draw a map of their room and house. Show your city map, and Texas and United States maps, and let them find their street, city, and Texas. Let them locate their home city and/or Texas on a world map or globe.

Track the Armadillo

Read the book, *Armadillo from Amarillo* by Lynne Cherry and let the children create a map showing all the places that the armadillo traveled.

Using Maps

Read *Are We There Yet, Daddy?* by Virginia Walters and let the children look at different types of maps to determine how they get from their home to a the library, school, or a relative's house. Make use of road atlases, street maps, etc. Use a globe if a relative lives in another country.

Guest Speakers

Invite a policeman or fireman to talk about the importance of maps in performing their work.

Invite a representative from the Highway department or city street department.

Web Sites

Yahooligans
www.yahooligans.com/
Click on computer & game and then click on interactive stories or mazes.

Professional Resource

Online Kids: A Young Surfer's Guide to Cyberspace by Preston Gralla.

You Can Fly: Air Travel

Books to Share

Amelia's Fantastic Flight by Rose Bursik.
Away From Home by Anita Lobel.
Fire and Silk: Flying in a Hot Air Balloon by Neil Johnson.
Flight: the Journey of Charles Lindberg by Robert Burleigh.
Goodbye, Charles Lindbergh by Louise Borden.
Take Off! by Ryan Ann Hunter.

Books to Display or Booktalk

Ballooning by Phyllis J. Perry.
The Disaster of the Hindenburg by Shelley Tanaka.

Fire in the Sky by Candice F. Ransom.
Flight Through Time by Chris Oxlade.
Some Planes Hover by Kate Petty.

Bulletin Board

Soar to Great Heights...Read!

Cover your bulletin board with blue paper to represent the sky, then cut out clouds from white paper. Below, place snow-capped mountains made from brown paper with white paper over the peaks. Cut out or draw birds flying through the sky. Cut out or draw an airplane flying through the clouds. Place these words on the bulletin board: "Soar to Great Heights...Read!"

Crafts

Balancing Jet

MATERIALS:

- Jet pattern
- Poster board
- Pennies
- Tape
- Scissors
- Pencil

DIRECTIONS:

Trace the jet pattern onto a piece of poster board. Cut out the poster board jet. Tape one penny to each underside of the jet where it is marked on the pattern. Place the jet on the end of a pencil, with the two pennies on either side. The pennies will make the jet balance on the pencil.

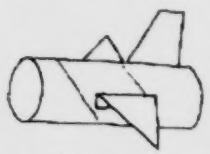
Simple Jet-Powered Vehicle

MATERIALS:

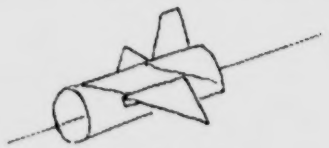
- Construction paper
- String
- Cardboard tubes
- Tape
- Scissors
- Balloons

DIRECTIONS:

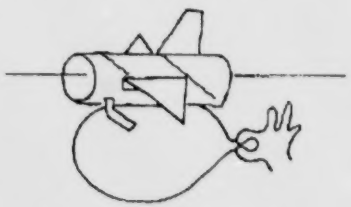
Attach two construction paper wings and one fin to each cardboard tube as shown in the illustration. Thread a long string through the tube. Tie the ends of the string to two objects, such as poles or furniture, opposite each other so



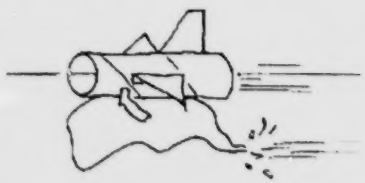
① attach wings



② thread tube onto long tight string



③ blow up balloon + tape to underside holding air into the balloon



④ release balloon to make jet go

the string is tight and the jet can move freely from one side to the other. Blow up the balloon, but do not tie it closed. Tape the balloon to the underside of the tube. Let go of the balloon and watch the jet take off!

Activities and Games

True/False Quiz about Flight

Introduce the children to the book, *Some Planes Hover and Other Amazing Facts About Flying Machines* by Kate Petty and ask the following true/false questions.

- You can fly with hot air. (True)
- Airships contain air. (False)
- Helicopters cannot fly upside down. (False)
- Some planes had three wings. (True)

Try other activities found in the book, such as the demonstration of how a rocket is propelled upward. It utilizes a balloon that thrusts forward as air escapes.

The Wright Brothers

National Aviation Day is observed on August 19th of every year. This day honors Orville and Wilber Wright, two brothers who made the first airplane flight at Kitty Hawk, North Carolina in 1903. Use this information to talk about the Wright Brothers. After your discussion, let the children make their own airplanes out of paper.

Guest Speakers

Invite an airline pilot, a model airplane enthusiast, a member of the Veterans of Foreign Wars, or other military organization, or a representative from the Air Force to speak to the children.

Web Site

History of Flight
http://tqjunior.advanced.org/4027/

Professional Resource

Beginning Science - The Essential Elements: Science Activities for the Young Child by Kathy Morrison and Alice Reader.

More Than Books: Explore the Library

Books to Share

Check it Out!: The Book about Libraries by Gail Gibbons.
Good Books, Good Times by Lee Bennett Hopkins.
The Inside - Outside Book of Libraries by Roxie Munroe.
Once Inside the Library by Barbara A. Huff.
Tomás and the Library Lady by Pat Mora.

Books to Display or Booktalk

Help! I'm a Prisoner in the Library by Eth Clifford.
The Library Card by Jerry Spinelli.
The Library of Congress by Gail Sakurai.
The New York Public Library Kid's Guide to Research by Deborah Heiligman.

Bulletin Board

Do We Need Dewey?

On one side of the bulletin board, draw books in a bookshelf, out of order and on the floor. On the other side, draw books in a bookshelf in the proper Dewey Decimal

order. In the middle of the bulletin board, between the two bookshelves, write the major Dewey Decimal Classification numbers, i.e., 100's, 200's, etc. Use Dewey numbers as the border.

Crafts

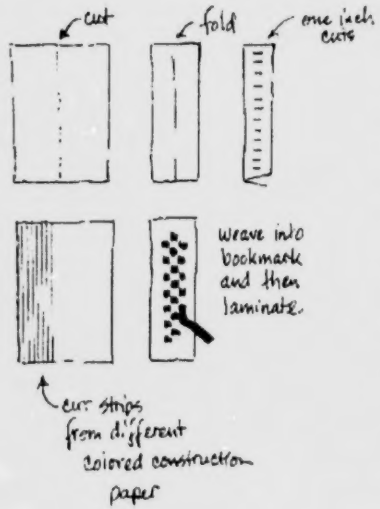
Woven Bookmark/Shelf Marker

Materials:

- Various colors of construction paper
- Scissors

Directions:

Cut a piece of construction paper in half lengthwise, and then fold one of the cut pieces in half lengthwise as shown in the illustration. From the fold, make one-inch cuts toward the unfolded side all the way down the length of the paper. Cut another piece of construction paper of a different color in half lengthwise, and then cut it into half-inch strips. Unfold the construction paper that has the one-inch cuts down its length. Weave the half-inch strips into the one inch cuts.



Laminate the finished product for durability.

Activities and Games

Guess the Call Number

Show the children various nonfiction books and see if they can guess the general Dewey classification area in which it belongs. After each book, make sure to mention the exact call number so the children can learn more about the Dewey Decimal classifications.

Dewey Bingo

Copy the illustration card at the end of this chapter that has all of the letters and numbers for the caller. Make two copies and laminate for durability. Cut one of the master cards up to be used calling out numbers.

Copy enough blank game cards so that each child will have one. A sample is at the end of this chapter. In the squares of each game card, put a general Dewey classification number from 000-900. No two cards should be exactly alike, but in the case of the two E's in Dewey, there will be some duplication.

To play, pass out Dewey cards and markers such as paper squares, buttons, beads, etc. As numbers are called, the caller places a marker on the master card to keep track of what has been called, and children place a marker on their card if that number is present. When a child covers all five squares across, down, or diagonally, he/she yells "Dewey" and calls off the winning numbers. Prizes such as erasers, bookmarks, or pencils can be given.

Dewey Decimal Charades

Make slips of paper with Dewey Decimal Classifications

that the children might mime in a game of charades and put them in a box. Here are some examples:

000's Computers and computer programming
380's Railroad transportation, ground, water, air, and space transportation.
520's Stargazing
580's Flowers and plants
590's Wild animals, including monkeys, elephants, fish, etc.
640's Sewing, cooking
730's Sculpting
740's Drawing
750's Painting
780's Singing, musical instruments including pianos, drums, guitars
790's Sports such as golf, tennis, football, swimming...

At the beginning of the game, give the children a list of the major 100 Dewey Decimal Classifications from 000-990. Let the children take turns drawing slips from the box and miming the subject category. Let the audience guess what the actor is miming. After they succeed, direct the children to use the DDC list to guess its general DDC classification number. For example, if someone acts out cooking, the audience would call out 600. Keep in mind some subjects may fall in different categories and explain why that might happen.

Guest Speakers

Have a panel of different types of librarians, including a public librarian, school librarian, and an academic librarian, and let them discuss their work.

Web Sites

Internet Public Library
http://ipl.sils.umich.edu/

Library of Congress
http://lcweb.loc.gov/homepage/lchp.html

Professional Resource

50 Games to Play in the Library or Classroom by Carol K. Lee and Fay Edwards.

It's Greek to Me: Explore Ancient Greece

Books to Share

King Midas by John Warren Stewig.
The Midas Touch by Jan Mark.
Odysseus and the Cyclops by Warwick Hutton.
The Story of Arachne by Pamela Espeland.

Books to Display or Booktalk

Ancient Greece!: 50 Hands-on Activities to Experience This Wondrous Age by Avery Hart and Paul Mantell.
The Ancient Greeks by John Malam.
Classical Kids: An Activity Guide to Life in Ancient Greece and Rome by Laurie M. Carlson.
Near Myths Dug Up and Dusted Off by Robert Kraus.
The Pomegranate Seeds retold by Laura Geringer.

Bulletin Board

Ancient Greek Greats

On the left and middle of the board, place pictures of various Greek symbols and ruins, such as the Parthenon, a Trojan Horse, Greek Gods, Goddesses, and Monsters, letters of the Greek alphabet, the Olympics, etc. On the right side of the bulletin board, list the names of the Greek symbols on the left and middle of the board. Prepare a form that matches the information on the left and middle of the bulletin board with the names on the right. Invite the children to fill out the form. Keep books about Greece and Greek mythology on hand for them to peruse for the answers. Keep an answer key on hand, and for each correct answer, allow the children to enter a drawing that will be held at the end of the reading club. Prizes might include a certificate for dinner at a Greek restaurant, a book of Aesop's fables, or a book about Greek mythology.

Poetry

Learn About Pythia and Write a Hexameter Poem

Tell the children about the Pythia (pie-THEE-ah), the priestess of the God Apollo who was an oracle at Delphi. She lived on the slopes of Mount Parnassus deep inside a cave. She was called the Pythia because she shared the cave with python snakes. Priests would consult her, and Apollo would respond to her questions and offer advice. Pythia sat behind a curtain holding a bouquet of smoking laurel leaves. The smoke caused her to respond with confusing messages, which the priests recorded in the form of poems. These were called hexameter (hex-AM-met-er) poems because they have six syllables to a line. Invite the children to write hexameter poems using topics from Ancient Greece. Here is an example of a hexameter poem.

Was a guy named Aesop
Who liked to write fables,
He tried to teach morals
Whenever he's able.

Songs and Musical Recordings

Homer and the Homettes, the Odyssey Rap

This rap is reprinted with permission from Williamson Publishing Company. It is in *Ancient Greece!: 50 Hands-on Activities to Experience This Wondrous Age* by Avery Hart and Paul Mantell, c1999. Ask one child to be Homer and a few others to be the Homettes. Give the children a few minutes to decide how they will present this rap.

My name is Homer, I'm an old Greek poet
I'm one of the ancient Greeks, doncha know it
I'm the boy who told about Troy,
How the Greeks got annoyed,
And Troy got destroyed

Now one of these Greeks, he had a plan
The king of Ithaca was the man
He went by the name Odysseus
Don't dis, don't dis Odysseus
'Cause he was the man who thought of the plan
The gift of a horse with an inside force
That would end the war,

Make the Greeks' spirits soar!

(Chorus)
Yeah, that's the way it happened
That's the way it was
Just feel a blast from the ancient past
'Cause that's what Homer does
Yeah, that's what Homer does!

Now, Odysseus sailed his ships away
But to god of the sea he forgot to pray
So Poseidon got mad and made things bad
He made the sea rise and made Odysseus sad

Poseidon blew poor Ody far, far away
Where the whirlpools whirl and the dragons play
Where sirens sing and drive you crazy
To lotus land where you get lazy.

Doomed by the lord of the foam to roam
It looked like poor Odysseus would never get home!
He ran into a cyclops with one big eye
Had to cross a lake of fire to the other side

Then his ship got sunk, and his crew was gone
Poor Ody was alone, but he had to carry on.
But, hey, in the end, a ship from a friend
Came along to bring Odysseus home again
He was happy as can be to see Penelope
After 20 long years of his Odyssey!

(Chorus)
Yeah, that's the way it happened
That's the way it was
For epic poems just turn to Homes
'Cause that's what Homer does!
'Cause that's what Homer does!

Craft

Tesserae (tess-uh-ree) Mosaics

In the ancient world, mosaics were a form of floor and wall decorations made with small pebbles, pieces of marble, stone, glass, and enamel. The pieces were cut or broken into the form of cubes and were called tessarae.

The colorful tessarae were sometimes arranged in geometric patterns, curved lines, or pictures of objects. Show the children books with pictures of mosaics from Greece, Istanbul, Rome, and Mesopotamia. These may be found in the ancient civilizations, art, and architecture areas of the collection.

Materials:

- Construction paper (various colors and black)
- Glue

Directions:

Let the children cut the colored construction paper into small pieces in the shape of squares, rectangles, and diamonds and glue them in a design onto the black construction paper. Laminate or put contact paper over it for durability.

Activity

Greek True or False Quiz

- All Greek sports were played in the nude. (True)
- A Minoan is a tiny fish. (False. They were Asians who settled the island of Crete.)
- The Mycenaean Age (My-sen-NAY-an) is also known as the Age of Heroes. (True. This is era of legendary heroes such as Theseus, Odysseus, Atalanta, and Hercules.)
- Herodotus (her-OD-oh-tus) is known as the Father of History. (True. He was a great historian of ancient Greece.)
- Homer Simpson wrote the Iliad and the Odyssey. (False. Homer is the name of the famous Greek who wrote them.)

Guest Speakers

Invite a high school English teacher to talk about Greek Mythology, or a storyteller to tell the children Greek Myths.

Long Ago and Not So Far Away: Explore American History

Books to Share

Follow the Drinking Gourd by Jeanette Winter.
House, House by Jane Yolen.
In 1776 by Jean Marzollo.
A Little Prairie House: (My First Little House Books) by Laura Ingalls Wilder.
Pioneer Life From A to Z by Bobbie Kalman.
They Were Strong and Good by Robert Lawson.

Books to Display or Booktalk

Colonial Days: Discover the Past with Fun Projects, Games, Activities and Recipes by David C. King.
Frontier Home by Raymond Bial.
Lives: Poems about Famous Americans by Lee Bennett Hopkins.
Wagon Train 911 by Jamie Gilson.

Bulletin Board

Time line

Create a time line from 1900 to the year 2000. Ask the children to suggest what might be included.

Jokes and Riddles

What did the wild west chicken call her gun toting daughter?
Answer: Annie Yolkly

How did the Pioneers cry?
Answer: With front tears.

What tool do you bring to a gold rush?
Answer: Take your pick.

Crafts

Bubble Blower

MATERIALS:

- Pipe cleaners
- Liquid dish soap

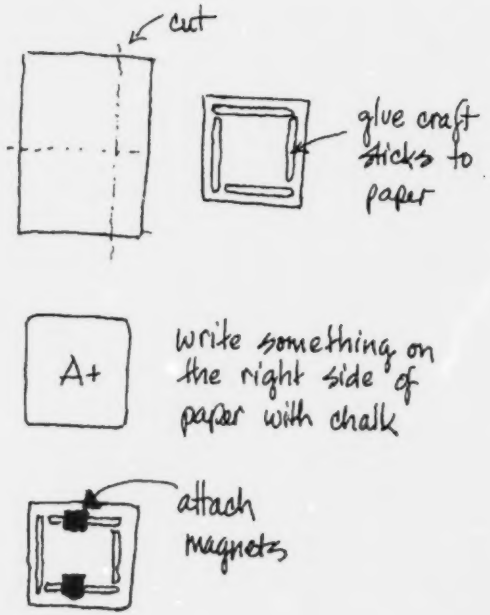
- Glycerin
- Water
- Plastic dishpans or a box and a sturdy trash bag
- Margarine tubs with lids

Directions:
Bend one end of the pipe cleaner into a circle, then twist the end around the stem to form a circle. Twist the other end to make a small handle. In a large container, make a bubble mixture by combining the liquid dish soap, glycerin, and water. Pour it into individual margarine tubs. Give the children the margarine tubs containing the bubble mixture and the pipe cleaner wands, and let the fun begin!

Slate Magnets

Materials:
- Craft sticks
- Black construction paper
- Chalk
- Magnets or magnetic strips

Directions:
Cut the construction paper into squares large enough for the craft sticks to fit around the edges as shown in the illustration. Glue the craft sticks to the edge of the paper like a frame. Write something on the construction paper slate with chalk, such as the child's name. Glue a magnet or magnetic strips on the back of the slate at the top and bottom.



Activities and Games

Tin Can Telephone

Booktalk *Meet Samantha* and then make tin can telephones. To make the telephones, poke a hole into the bottom middle of two empty tin cans and run a long string through each of them. Tie knots at the ends of each string inside of each can. Let the children stretch the cans apart to the length of the string and start talking.

Little House Book Talk
Read *A Little Prairie House*, then booktalk the *Little House* books written by Laura Ingalls Wilder.

Quill Pen Writing
The fountain pen became a common part of everyday life in the 19th century. Before that time, people wrote with feather quill pens. Show the children books with examples of various styles of calligraphy. Give each child a large feather. Show them how to cut the tip of the quill at an angle with scissors. Give them a piece of paper and a small cup of black poster paint. Let them dip the tip of the feather into the paint and write on the paper in the alphabetic style of their choice.

Guest Speakers
Invite a high school American history teacher or a docent from an historical museum to speak to the children.

Invite a calligrapher to demonstrate the craft.

Web Sites
American Memory
http://rs6.loc.gov/

Ring Around the World: Explore Different Cultures

Books to Share
China's Bravest Girl: the Legend of Hua Mu Lan told by Charlie Chin.
The Hatseller and the Monkeys by Baba Wague Diakite.
Hush: A Thai Lullaby by Minfong Ho.
Zzzng! Zzzng! Zzzng!: A Yoruba Tale retold by Phillis Gershator.

Books to Display or Booktalk
Colors of Mexico by Lynn Ainsworth Olawsky.
Count Your Way Through China by James Haskins.
Germany by Ting Morris.
Stories from the Amazon by Saviour Pirotta.

Bulletin Board
Wonders Around the World
Cut out paper dolls and show the children costume resources in the library, such as books about historical costumes, encyclopedias, country books, etc. Let the children decorate the paper dolls to represent different countries. Near the paper dolls, hang jackets of books about that country, or list the names of folk and fairy tales from that country. Display related books for the children to check out.

Decorations
Display physical objects from various cultures. Ask staff members or parents to bring souvenirs from countries in which the have lived or visited. Museums might also be willing to loan objects to put into a display case. Stores such as Pier One Imports and ethnic grocery stores may donate or loan items.

Jokes and Riddles

What does Germany produce that no other country does?
Answer: Germans

What can speak any language in the world?
Answer: An echo

Traditional Song

"Frere Jacques" (Sing in both English and French and as a round.)

Crafts

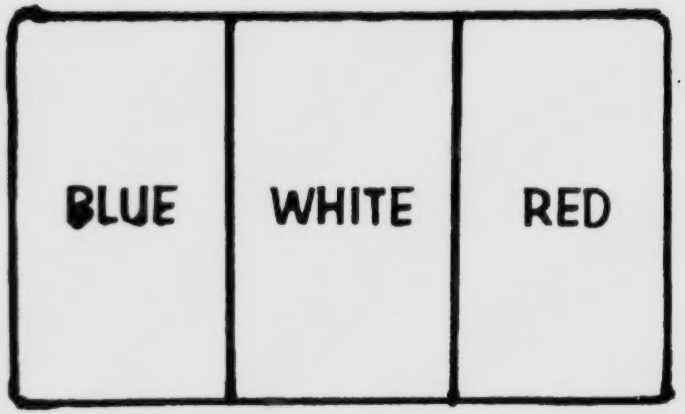
Chinese Ribbon Stick

MATERIALS:

- Cardboard tube from a roll of paper towels
- Any color crepe paper streamers
- Chinese or upbeat music

DIRECTIONS:

Cut lengths colored crepe paper slightly longer than the height of each child. Tape the crepe paper streamers to one end of cardboard tube. Show the children how to wave the crepe paper streams in various patterns, such as figure eights, up and down, zigzag, and circular motions, and then teach them how to do a ribbon dance. The basic movements are figure eight, circles, zigzags, and sweeping movements above the head. Play Chinese music in the background and let the children dance.



French Flag

MATERIALS:

- 9" X 12" Dark blue construction paper
- 9" X 8" White construction paper
- 9" X 4" Red construction paper
- Scissors
- Glue
- Posterboard

DIRECTIONS:

Show the children a picture of the French flag in an encyclopedia or book about France. It has equal stripes of blue, white, and red. To make a French flag, leave the red construction paper 9" X 12". Cut the white construction paper to 9" X 8". Cut the blue construction paper to 9" X 4". Glue the white construction paper on top of the red construction paper so that 4 inches of red shows. Glue the blue construction paper on top of the white construction

paper, so that a 4 inch strip of white shows between the 4 inches of red and the 4 inches of blue. Glue the flag onto the posterboard to make it sturdier.

Reader's Theater

Worldly Restaurant

Write a reader's theater script based on *The Worldly Restaurant* in *Fun on the Run* by Joanna Cole and Stephanie Calmenson for the children to read. The humorous story is a play on words and country names. Instructions for writing reader's theater scripts are in the Young Adult chapter in the "Uncover the Unexpected" program.

An African Dilemma Tale

Let the children read *The Wolf, The Goat, and the Cabbages: An African Dilemma Tale*. The script is on pages 66-67 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Activities and Games

Going Around the World

Start the program by making a large outline of an airplane on the floor with tape or chalk. Ask travel agencies for posters from various world countries and cultures to display. Gather musical recordings of national anthems or traditional music from each country represented. Bring in atlases, maps, and books about countries. Introduce each country and let the children find its location on the maps and in the atlases. Let them pretend to ride in the plane as if they were taking a trip to that destination. When they arrive, talk about the geography, culture, dress, artwork, and traditions of each country. Play the music of each country that you talk about and if possible, show cultural souvenirs and realia, and serve a sample of the food. At the end of the program, make a craft related to one or more of the countries.

Guest Speakers

Invite a travel agent to talk to the children about different countries. Invite an airline pilot or flight attendant to discuss countries they have visited. Invite a French, Spanish, German, or other foreign language teacher to teach the children a few words from the language and tell them about the culture.

Professional Resources

Fun on the Run: Travel Games and Songs by Joanna Cole and Stephanie Calmenson.

Multicultural Folktales for the Feltboard and Reader's Theater by Judy Sierra.

This Land is Your Land: Explore the United States

Books to Share

*America*My Land*Your Land*Our Land** by W. Nikola-Lisa.

This Land is Your Land by Woody Guthrie.

Tulip Sees America by Cynthia Rylant and Lisa Desimini.

When I First Came to This Land retold by Harriet Ziefert.

Books to Display or Booktalk

Bluebonnet at Dinosaur Valley State Park by Mary

Brooke Casad.

Kids Learn America! by Patricia Gordon and Reed C. Snow.

Purple Mountain Majesties: the Story of Katherine Lee Bates and "America the Beautiful" by Barbara Younger.

Bulletin Board

State to State - Books are Great!

Cover the bulletin board with blue construction paper for water, then put a map of the United States in the middle. List the title of a book in each state that is written about that particular state. Surround the map with colorful jackets of books about states.

Jokes and Riddles

What state is round at both ends and high in the middle?
Answer: Ohio.

What state is a number?
Answer: Tennessee

What did Delaware?
Answer: She wore her New Jersey.

What state has four eyes but can't see?
Answer: Mississippi.

Where do cows go on vacation?
Answer: Moo York.

Can you name the capital of every state in the union in less than fifteen seconds?
Answer: Washington D.C.

Songs

America the Beautiful

Sing "America the Beautiful" and then booktalk *Purple Mountain Majesties* which explains how the song originated.

This Land is Your Land

Sing "This Land is Your Land" while showing the book.

Crafts

Mardi Gras Masks - Explore New Orleans

Materials:

- Paper plates
- Glue
- Scissors
- Sequins
- Glitter
- Feathers
- Craft sticks
- Markers

Directions:

Cut the paper plate in half. Hold it up to each child's face and mark eye holes cut them out. Decorate the mask with any materials available. Feathers and sequins are the most popular. Attach a craft stick. You are ready for Mardi Gras!

Totem Pole - Explore Tacoma, Washington

MATERIALS:
- Spools of different sizes
- Construction paper
- Markers
- Scissors
- Glue

DIRECTIONS:
Show children pictures of totem poles to provide ideas. Give them each several spools. Let them draw designs such as faces of people, animals, birds, etc. on the spools with the markers and then glue the spools on top of each other. Four to six spools make a nice size totem pole. They can also cut shapes from construction paper, such as wings and beaks, and attach them to the totem pole.

Beeswax Candles - Explore Utah, the Beehive State

MATERIALS
- Sheets of beeswax
- Candle wicks (these sometimes come with the sheets of beeswax)
- Glitter
- Scissors

DIRECTIONS:
Cut the beeswax sheets into squares. Lay the wick at the edge of one side of the beeswax and leave about 1 inch showing at the top. Roll the beeswax away from you as tightly as possible. Press the edge lightly with a thumb so the candle won't roll open. Roll the finished candle in glitter for a sparkly candle that makes a great gift.

Reader's Theatre

Let the children take turns reading different parts of *When I First Came to This Land* by Harriet Ziefert. You may wish to write the parts on 3x5 cards to make it easy for the children.

Activity and Game

State Flash Card Game

Trace and cut out the shapes of the fifty states on colorful poster board. On the back of each shape, write the name of that state. Hold up the state and ask the children to name it. Give the shape to the child who names it correctly. When all fifty states have been named. Give a prize to whoever has the most number of state shapes.

Guest Speakers

Invite a panel of parents or coworkers who have lived in other states to tell the children about the climate, unique cultural aspects, attractions, and geography, as well as their memories, and experiences. Invite them to bring pictures or slides to show the children. Bring a U.S. map so they may show the children the location of the state. Ask them to estimate how many miles it is from Texas, and how long it would take to travel to that state by car or plane.

Video

Kids Explore America's National Parks. (40 minutes)

Trees, Trees, and More Trees: Explore the Importance of Trees and Plants

Books to Share

The Earth and I by Frank Asch.
The Giving Tree by Shel Silverstein.
Have You Seen Trees? by Joanne Oppenheim.
The Lorax by Dr. Seuss.
The Tree in the Wood adapted by Christopher Manson.
Trees: A Poem by Harry Behn.

Books to Display or Booktalk

The Earth is Painted Green: A Garden of Poems about Our Planet edited by Barbara Brenner.
Earth Kids by Jill Wheeler.
Earth Mirth: The Ecology Riddle Book by Mike Thaler.
Out on a Limb: Riddles About Trees and Plants by Scott K. Peterson.

Bulletin Board

Tree Stumpers - An Interactive Display

Around a blue background, place a border of leaves. Use construction paper to make brown tree trunks near the bottom of the blue background. Glue envelopes to the tree trunks. Write questions or riddles about trees on the outside of each envelope. Write the answer to each question on separate index cards and place them inside the appropriate envelopes.

You may wish to make a list of the questions with blanks for the answers and give it to children who sign up for the reading club. They can look up the answers in reference books and check them against the cards in the envelopes. Enter each child's name into a drawing for a prize when they turn in their completed answer sheet. This will encourage use of the bulletin board display. Be sure it is low enough for the children to reach!

Jokes and Riddles

Why did the tree go to the dentist?
Answer: Because she needed a root canal.

Why are trees so successful?
Answer: Because they are always reaching new heights.

What did Mr. and Mrs. Tree name their son?
Answer: Woodrow.

What happened to the tree who came home late?
Answer: He was grounded.

Why couldn't the trees figure out the riddle?
Answer: Because they were all stumped.

Crafts

Seed Sprouting Jars

Materials:

- Baby food jars
- Seeds
- Cotton balls
- Water

Directions:
Moisten the cotton balls and squeeze out the excess water. Place the wet cotton ball inside of the jar. Slip two seeds between the cotton and the bottom of the jar and put on the lid. Let the children take the jars home. In a few days the seeds should begin to sprout.

Tree Magnets

Materials:
- Brown fun foam
- Green sequins
- Glue
- Magnets

Directions:
Prepare a tree trunk and branch pattern from poster board. Trace it onto brown fun foam and cut it out. Glue green sequins onto the upper branches of the tree to represent leaves. Attach a magnet to the back back.

Activities

Earth Picture
Use the book *The Earth and I* by Frank Asch to begin a discussion on how people might listen to, play with, or help the earth grow. After each sentence in the story, ask questions. At the end of the story, ask the children to draw a picture depicting how they and the earth are friends.

Draw a Fantasy Tree
Read *The Lorax* by Dr. Seuss. Let the children draw their own fantasy tree, name it, and describe what is so special about it. Afterward, give them a seed to take home and grow.

Guest Speakers

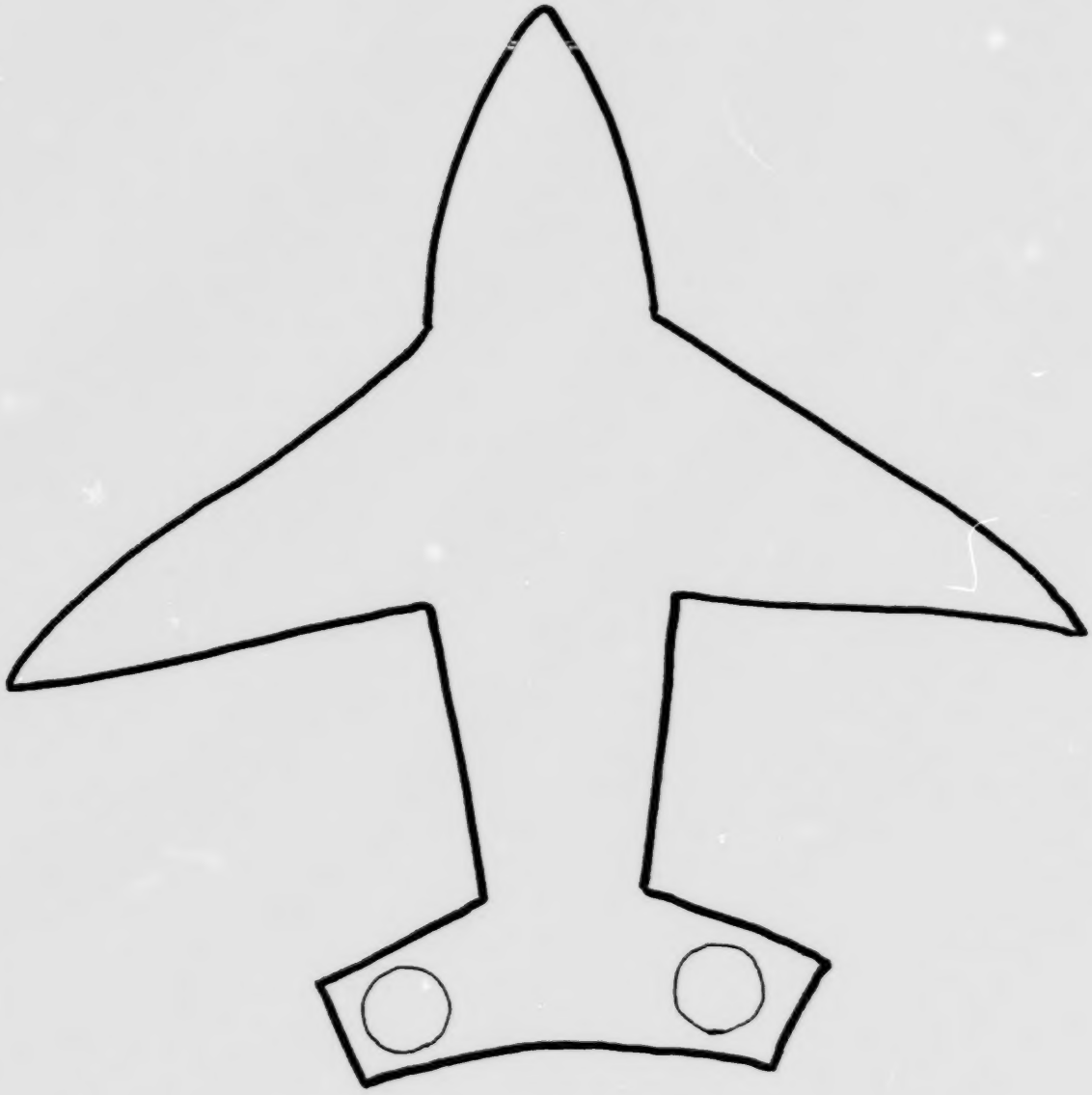
Invite employees from the Parks and Recreation Department or a plant nursery to speak to the children about identifying trees native to the various Texas biomes.

Web Sites

Seussville - The Lorax's Save the Tree Game
www.randomhouse.com/seussville/games/lorax/

The Wonderful World of Trees
www.domtar.com/arbre/english/start.htm

Balancing Jet Craft

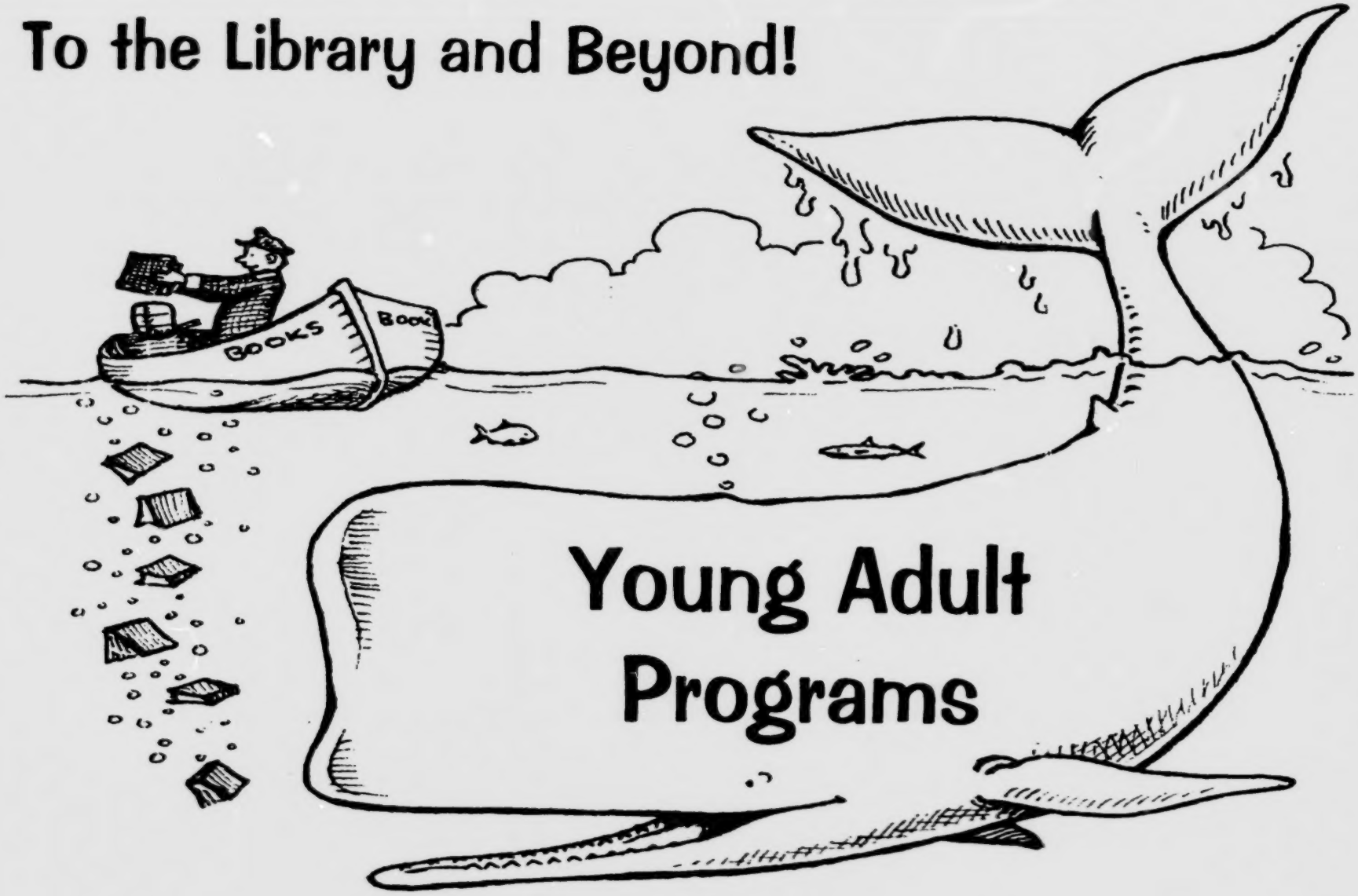


Dewey Bingo Craft

D000	E000	W000	E000	Y000
D100	E100	W100	E100	Y100
D200	E200	W200	E200	Y200
D300	E300	W300	E300	Y300
D400	E400	W400	E400	Y400
D500	E500	W500	E500	Y500
D600	E600	W600	E600	Y600
D700	E700	W700	E700	Y700
D800	E800	W800	E800	Y800
D900	E900	W900	E900	Y900

Y					
E					
W					
E					
D					

To the Library and Beyond!



Young Adult Programs

To the Library and Beyond!

Young Adult Programs

by Lisa Youngblood

YA Reading Club - Theme: *No Limits - READ!*

Participation in a reading club separate from the club designed for younger children is far more appealing than participation in the club for "babies." A separate club designed specifically for young adults will also let them know that the library does care about them and intends to provide services strictly for them.

Bulletin Board

No Limits – READ!

Decorate the bulletin board with colorful road signs. Display posters, bookmarks and other teen reading club promotional items.

No Limits - READ!: Club Organization

The club itself can be organized in a variety of formats. The most successful reading clubs will be those carefully customized to fit the specific needs, population, and resources of each individual library. Participants should be able to sign up for the club at a variety of times during the summer. A "sign-up" party or other special event may be held as an official opening for the club, but be sure to include young adults who are unable to attend specific functions. The reading club participation can involve reading certain numbers of books, reading for certain amounts of time, and/or simply reading throughout the summer without "goals."

Reading by the number of books. The easiest structure for reading clubs is to have readers list the titles of books. Counting the number of books read can increase summer circulation statistics and help program coordinators determine the types of books that are most popular among young adults. Set an attainable goal for the number of books for the teens to read during the summer. Five is very reasonable number.

Another possibility is to ask the young adults to set their own goals for reading throughout the summer. This will allow participants to decide what will be a challenge for them. Five books for one teen could be quite a feat, while fifty books for another would be little work at all.

Reading by genre. A slightly more complicated method is to have members "push the envelope" by reading at least

10 books, including: 1 mystery, 1 fantasy, 1 historical fiction, 1 modern fiction, 1 biography, 1 short story or collection of short stories, 1 article in a magazine or newspaper, 1 "classic" adult or YA book, 1 non-fiction, and 1 "adult" book, either fiction or non-fiction. The genre approach could help readers discover new authors and explore a variety of sections at the library. It is probably best utilized as an option for additional fun rather than as a requirement for all participants. Be as flexible as possible by letting the participants decide into which "genre" a book falls.

Reading for a certain amount of time. Reading for a certain amount of time may be a more fair assessment of the "work" completed by the reading club participants. This method creates a balance between teens who are reading longer books and those who are slower readers. It also opens the door to reading magazines, comics, and other materials, as well as listening to audiobooks. For example, completion of the club could require an average of 15 minutes of reading per day. While clubs should not insist that teens read daily, averaging the amount of time read throughout the entire summer into daily increments may encourage young adults to form habits of reading often.

All you can read: reading by the pound. Here the members read "by the pound," or read as much as they can as often as they can. There are no rules stating what they need or need not do.

Reading to meet a group goal, or reading as a member of a social club. Young adult reading clubs do not have to be competition or completion oriented. An alternative format is to set a goal for the entire club membership. Members work together rather than individually and are able to contribute as much or as little as they are able. As stated earlier, young adults are often attracted to the social aspects of the reading club. Instead of setting individual goals for reading, simply encourage members to be active participants in the community of readers that libraries are striving to assemble. The reading club acts as any other social club in which interested individuals gather either formally or informally to be a part of a larger whole. Members can still agree to log the books that they read and/or the time that they read. This will add to circulation statistics and will give members a substantive action to contribute to the club.

No Limits – READ!: Incentives

The pleasure of reading should be the "prize" or incentive for young adults to join reading clubs. While receiving prizes for reading may be the traditional format for most reading clubs, prizes should in no way be the goal of the club. The appeal of club membership should be becoming a part of the community of readers and enjoying the library. If incentives are to be used, they should be incidentals and should not overshadow reading and library attendance. Prizes should be appropriate for the age group and attainable by all participants.

An alternative is to provide group, rather than individual, incentives, by setting reading goals for the entire club membership. The incentives could actually double as

publicity stunts or fundraisers. Here are some examples:

If the club reads for at least 1000 hours, the Library Director will camp out on the roof of the library.

Ask area businesses to pledge a certain amount of money to the library for each book the teens read.

No Limits - READ! Bibliography of Adventures for Young Adults

Prepare a handout of these titles for your Young Adult Patrons.

Hitchhiker's Guide to the Galaxy by Douglas Adams.
Shipwreck at the Bottom of the World: the True Story of the Endurance Expedition by Jennifer Armstrong.
Rules of the Road by Joan Bauer.
Magic Kingdom For Sale - SOLD! by Terry Brooks.
Flight #116 Is Down by Caroline Cooney.
Catherine, Called Birdy by Karen Cushman.
Don't Look Behind You by Lois Duncan.
Immortal (Buffy the Vampire Slayer) by Christopher Golden and Nancy Holder.
Adventures To Imagine: Thrilling Escapes in North American by Peter Guttman.
Look For Me By Moonlight by Mary Downing Hahn.
The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher by Randolph Hock and Paula Berinstein.
Blood and Chocolate by Annette Klaus.
The Wreckers by Iain Lawrence.
The Pirate's Son by Geraldine McCaughrean.
Blue Sword by Robin McKinley.
The Dark and Deadly Pool by Joan Lowery Nixon.
What Have You Lost? edited by Naomi Shihab Nye and Liz Rosenberg.
Cast Two Shadows: The American Revolution in the South by Ann Rinaldi.
The Weirdo by Theodore Taylor.
Loch by Paul Zindel.

Web Sites

Internet Public Library Teen Division
www.ipl.org/teen/

Youth (Wired) -San Antonio Public Library System
www.youthwired.sat.lib.tx.us/

Teen Volunteers and Teen Advisory Board

Program Description

Teen volunteers are children 12-18 who assist librarians with a variety of tasks such as preparing and presenting children's programs, filing and shelving library materials, and other duties as assigned. Allow teens to volunteer for approximately 2 to 4 hours weekly during the summer. You may wish to schedule between two or more at one time to enable social interaction. Be careful not to allow volunteers to work too much or too often, or their enthusiasm will quickly fade. Remember that teens require supervision and guidance. Create a fun work environment and plan an end-of-summer volunteer appreciation event, such as a pizza party. Many teenagers are motivated to

volunteer by the need to fulfill community service requirements for school or the National Honor Society. Often these teens are dedicated, mature, and contribute a great deal to the library.

Discuss legal measures such as child labor laws with your library's volunteer coordinator before implementing this program. Develop volunteer guidelines and agreements, applications, and parental permission forms to communicate your expectations about behavior, schedules, and activities that will be performed.

Activities for Teen Volunteers

- Plan and present puppet shows, dramatic plays, or other programs for children
- Plan a weekly "Teen and Tots" reading time in which teenagers read to toddlers and preschoolers
- Teach volunteers to face paint and perform that activity at community summer events
- Stuff children's "prize packets" for programs for younger children
- Prepare craft materials for programs for all ages

Activities for Teen Advisory Board (TAB)

Teen Advisory Board members are a group of 5-10 older teens ages 14-18 who work specifically to build the library's YA department collections, services and programs.

- Read critical reviews and suggest titles to be pur chased for the library collection (librarians will order the suggested titles only if they meet your library's selection policy criteria)
- Write reviews of YA materials. (librarians post these reviews in a notebook, on the library's web site and/or submit them to the local newspapers)
- Plan and produce a teen newsletter
- Plan and assist in presenting YA programs
- Suggest titles for subject booklists
- Assist with designing and putting up displays and bulletin boards promoting YA collections and programs
- Develop fund raising activities for YA materials and programs

Interview individuals interested in participating in one or both of these two programs. Interviews will let teens know that volunteering is important, the behavior that will be expected of all volunteers, describe the activities volunteers will do, and note how often volunteer work will occur.

Schedule teen volunteer and TAB group meetings at regular times for a few hours once or twice a week. Be aware that YAs are busy. They have a lot of activities and vacations during the summer. Let them know that it is OK to miss a meeting or volunteer session, as long as they let you know in advance.

Plan appropriate activities for volunteers. Be prepared to offer quite a bit of supervision for projects. Letting YAs "choose" from a variety of possible activities will help maintain their interest. YAs also need to see why the activity or project is important to the library. "Busy work"

without a specific purpose will find a cool reception.

Be sure that projects can be finished. Young volunteers will want feelings of accomplishment.

Variations

TAB members and teen volunteers may also be available to work throughout the year, although probably not as often as during the summer.

Professional Resources

Book Your Summer: Teen Summer Reading Program Planning Manual by the Missouri State Library.

Connecting Young Adults and Libraries: A How-To-Do-It Manual by Patrick Jones.

Directions for Library Service To Young Adults. 2nd ed. by the Young Adult Library Association of the American Library Association.

Sizzling Summer Reading Programs for Young Adults by Katharine L. Kan.

Young Adult Program Idea Booklet by Wisconsin Library Association YA Task Force.

Teen Talk Book Discussion

Program Description

Give young adults a chance to discuss the books that they read. Encourage them to sign up to attend a monthly book discussion group. Decide on a specific genre or type of book to be read each month. For example, have all group members read a mystery, a biography, a book about American history, or some other broad topic. Offer a booklist of possible materials to read, but allow the young adults to choose whatever they want to read within that subject. Read several of the materials on the booklist. Prepare snacks for each program and bring a collection of books and other materials related to the topic. If possible, decorate with items relating to the theme.

On the afternoon or night of each program, be prepared to begin a discussion about the books that have been read. Ask a few open-ended questions, but allow the young adults to determine the direction in which the discussion will go. If a movie would fit well with the theme, then allow the members to view the movie.

The program will last from 30 minutes to 2 hours or longer if a movie is featured. Plan it on a Saturday afternoon or evening.

Variations

Have all members read a specific book and discuss it. If there has been a movie based on the book, let the members watch the movie if the library has or can get a copy with public performance rights. Provide popcorn, drinks and other "movie" snacks as well as pillows or comfortable chairs.

Teen Poets Workshop

Hire a poet, English, or poetry teacher from a local school, university, or poetry club, or research poetry writing and present the workshop yourself. Determine an appropriate date, time, and place for the workshop. This program may be 2 to 4 hours in one or two sessions. This program is suggested for teens be-

tween 12 and 18 with a group size of 5-15.

Books to Display or Booktalk

Another e.e. cummings by e.e. cummings.
Back to Class: Poems by Mel Glenn by Mel Glenn.
Cool Salsa: Bilingual Poems on Growing Up Latino in the United States edited by Lori Carlson.
Earth-shattering Poems edited by Liz Rosenberg.
The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers edited by Liz Rosenberg.
My Own True Name: New and Selected Poems for Young Adults, 1984-1999 by Pat Mora.
Split Image: A Story in Poems by Mel Glenn.
What Have You Lost? poems selected by Noami Shihab Nye.
Write Where You Are: How to Use Writing to Make Sense of Your Life: A Guide for Teens by Caryn Mirriam-Goldberg, Elizabeth Verdick, and Darsi Drever.

Preparation

You will probably need an overhead projector and/or a dry erase board, and extra pencils and paper for the attendees. Prepare a list of books such as those provided above, and a list of web sites related to poetry writing that are aimed at young adults such as those at the end of this program.

Program Description

Begin by reading or reciting poetry and inviting any teens who are willing to share a brief poem. Provide short explanations of different types of poetry and let the teens write poems. Discuss modern rock music lyrics as poetry using current, popular examples. After the program, post a few of the poems written during the workshop on a bulletin board and/or in a teen newsletter, with the permission of the authors.

Variations

Host a "poetry slam" or open mike night at the library.

Web Sites

Haiku Habitat by Tom Brinck
www.scifaiku.com/haiku/

This Poetry: A Practical Guide to Writing Poetry
www.thispoetry.com/

Professional Resource

The Basic Young Adult Services Handbook: A Programming and Training Manual edited by Lisa C. Wemett of the Youth Services Section of the New York Library Association.

Uncover the Unexpected: Science Fiction Party

This program is based on the Summer 1999 Reading Club Theme "The B(ook) Files: Uncover the Unexpected" Young Adult Reading Club presented by the Montgomery County Memorial Library System.

Program Description

Young adults ages 14 to18 "Uncover the Unexpected" by

attending a fantasy/science fiction party. Major themes are *Men In Black* and *X-Files* and other popular television shows and movies. The program will also provide those young adults who love the strange and unusual with a variety of other materials to read and enjoy. Attendees pretend to be agents investigating the "strange and unusual" in the world of books. The suggested group size is 10-30 attendees. The program will last approximately 1 hour.

Books to Display or Booktalk

Alien Abductions: Creating a Modern Phenomenon by Terry Matheson.

Blood and Chocolate by Annette Curtis Klause.

The Immortal (Buffy the Vampire Slayer) by Christopher Golden and Nancy Holder.

Skin by Ben Mezrich (X-Files) and others in the two series for YAs and adults.

The X-Files: Book of the Unexplained, Vols I and II by Jane Goldman.

Undecorating

Before the program "undecorate" the room to make it look like a debriefing room, as stark and blank as possible. Keep the lighting low. Arrange the chairs in a semicircle facing a long table with a few chairs. Gather fantasy, science fiction and related non-fiction books, videotapes and audio recordings and display them on tables around the room. Have snacks prepared on one table.

Program coordinators could also ask local bookstores to donate related paperbacks. These books can be taped in plastic bags beneath the chairs or they can be "door prizes" given to agents whose names are drawn at the end of the program.

The program coordinator should wear a dark suit, a badge, and act as the "director" of the project. Play music from the X-Files television show or movie.

Preparation

Prepare for the program by designing an FBI or "Men In Black" badge. An example may be found at www.meninblack.com/newagent/register.html. Also compile a bibliography of fantasy, science fiction, and "strange and unusual" non-fiction titles in your library collection and a list of great science fiction and fantasy web sites, especially some focusing on aliens and conspiracy theories. Distribute copies of the badges, the bibliographies, and the reader's theater scripts that you design to the teens at the program.

Writing Reader's Theater Scripts

Reader's theater presentations showcase the books, not the readers. Readers do not act out a situation in any way other than to read the parts dramatically and make small hand gestures or facial expressions. No props are necessary. Participants need only read through the scripts a few times in advance. The program coordinator may offer assistance and suggestions. Readers can be either the young adult attendees, members of the Teen Advisory Board, and/or library staff members.

To write a reader's theater script for the purposes of this

program, choose several science fiction/fantasy novels that will appeal to the young adults in your target audience. For each book, choose an exciting, dialog filled passage that gives just enough information to catch the audience's attention. Rewrite that passage as pure dialogue. Have a narrator give particularly pertinent information. Here are some books that lend themselves to reader's theater scripts.

- *Magic Kingdom For Sale—Sold!* by Terry Brooks. Read the latter part of the fourth chapter. After a simple introduction in which the narrator explains the strange circumstances, simply write dialog closely extracted from the text for Ben and Questor Thews. This chapter gives enough information about the book to "whet the appetites" of potential readers but does not give away the plot of the book.

- *Look for Me By Moonlight* by Mary Downing Hahn. Chapter seven in this book offers excellent dialog from which a readers theater script could be written. The chapter sets the mood for the entire book and introduces most of the main characters.

- In any of the *X-Files* books designed for YAs, the second chapter almost always involves Agents Mulder and Scully discussing the "strange" case to be solved. Simply rewrite that or a another passage in a format similar to a play.

- The *Buffy the Vampire Slayer* series books also offer excellent possibilities for reader's theater scripts. In just about any of the books, a chapter or part of a chapter presents Buffy and her friends discussing the mysterious occurrences that comprise book's premise. These passages contain the pithy conversation for which both the television and the book series are known.

Program Description

Participant Briefing

As attendees arrive, the coordinator will hand each a "Men In Black" or FBI badge, as well as a plain manila folder containing the bibliographies and the three readers' theater scripts. When the program begins, these new "agents" will sit in the chairs as the project "director" begins to explain the "mission" of determining the truth behind three strange occurrences. If attendees are to read the scripts, the director will then ask for volunteers to participate in the reader's theater presentations. Allow the participants quickly to "practice" their readings as the other agents peruse the other materials displayed on the tables and eat snacks. For the reader's theater presentations, have "agents" sit again in the chairs in the semi-circle while the readers sit at the front desk and read their parts.

At the end of the program, offer "agents" a chance to determine the truth behind these and other strange happenings by reading books. Ask them to look under their chairs for a gift or have a drawing for prizes donated by area bookstores.

Musical Recordings

Buffy the Vampire Slayer: The Album (1999 Television

Series.) by various artists.
Men In Black: The Album by various artists.
X-Files: The Original Motion Picture Score by Mark Snow.

Videos to Display

Buffy the Vampire Slayer motion picture and television series.
Men In Black motion picture.
X-Files motion picture and television series.

Variations

Present the "B(ook) Files: Uncover the Unexpected" reading club for young adults. "Agents" are given their name badges and a reading log on which to record the books they have read. Keep agents files in manila folders. Present the above program as a beginning or ending party.

Write and present reader's theater scripts based on *Look For Me By Moonlight* by Mary Downing Hahn or *Magic Kingdom for Sale - Sold!* By Terry Brooks.

Web Sites

Buffy the Vampire Slayer Official Site Warner Brothers TV Network
www.buffy.com/

Men In Black by Columbia Tristar Interactive
www.meninblack.com/

The X-Files Official Site by Fox Network
www.thexfiles.com/main_flash.html

Professional Resource

Readers Theatre for Young Adults: Scripts and Script Development by Kathy Howard Latrobe and Mildred Knight Laughlin.

Web Crawling

Young adults will learn the basics of web browsers and searching the Internet through this program. The presenter explains Internet usage to attendees as they work in groups or individually in a computer lab, or on a group of Internet access computers. If no computer lab or group of computers is available, then the presenter may use a computer and a screen projector to demonstrate the elements covered in the workshop. The program will last approximately one hour and may also be presented to individual patrons.

Books to Show or Booktalk

Cybercrimes by Gina De Angelis.
The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher by Randolph Hock and Paula Berinstein.

Preparations

Prepare the following handouts. You will find needed information in books in your library and on the web sites in this program.

- A definition of Internet related terms such as Internet, World Wide Web, browser, search engines, subject directories, and URL.
- A description of buttons on the tool bar of browsers,

including the "back arrow," the "forward arrow," "stop," "home," "refresh or reload," "search," "favorites or bookmarks," "print," "address or location," "Explorer or Netscape symbol."

- Search tips using boolean logic.
- An Internet scavenger hunt that includes of questions that may be answered from your library's web page. Questions should then become harder and require utilization of search engines and advanced thought processes.
- A webliography of cool sites, homework sites for teens, and library web pages designed for young adults.

Program Description

Discuss the first three handouts and explain the following.

- The difference between searching, browsing, and entering a URL.
- The components of a URL.
- The difference between search engines and subject directories.
- Demonstrate a sample search at www.yahoo.com/. Repeat the same search on a search engine such as Hotbot at www.hotbot.com/. Compare the results.
- Discuss how to determine the author and currency of the information.
- Explain the use of simple boolean searches.
- Encourage attendees to read the informational screens for each search engine.
- Guide the teens to complete the Internet scavenger hunt.

- Give the teens the webliography and allow them free search time.

Great Sites to Learn More About the Internet

Internet Public Library
www.ipl.org/ref/websearching.html
This site gives descriptions of many major search engines, their strengths and weaknesses and tips on how to use them.

Search Engine Watch
www.searchenginewatch.com/facts/index.html
Search Engine Watch provides tutorials, search assistance, power searching strategies, reviews of search engines, and FUN stuff!

Searching the 'Net: An Online Internet Institute Project
www.teleport.com/~janetm/oii/search.html

Tutorial: Searching the Web
www.saintmarksschool.org/frames/search.htm

More Great Sites that are Just Plain Fun!

Internet Public Library Teen Division
www.ipl.org/teen/

King County Library System Teen Zone
www.kcls.org/newya/ya.html

YALSA Booklists
www.ala.org/yalsa/booklists/index.html

Youth (Wired) – San Antonio Public Library System
www.youthwired.sat.lib.tx.us/

Professional Resource

The Librarian's Quick Guide to Internet Resources by Jenny Lynne Semenza.

Take a Trip to the Orient

Origami is the art of paper folding. The word comes from the Japanese words *ori* which means "to fold" and *kami* which means paper. In this program young adults will enjoy listening to oriental tales while watching the program presenter fold related origami objects. Afterwards the attendees will be taught to fold a few origami creatures. This program is for YAs 12-15 with a recommended group size of 10 to 20 participants.

Preparation

Compile an origami packet including paper, the instructions for the folds used in storytelling, instructions for folds to be taught to attendees and a list of origami resources and oriental tales for young adults. Find several stories that either originate in the Orient or include Oriental characters. Practice folding an animal or other object out of paper while telling the story. For example, the story of *Everyone Knows What a Dragon Looks Like* by Jay Williams while folding an origami dragon such as the one found at www.origami.vancouver.bc.ca/Files/GIF/dragon1.gif/ or *Sadako* while folding an origami crane such as the one found at www.monkey.org/~adysart/origami/crane/.

Use the following and other resources to decide on one or two origami projects to be folded by program attendees. Sakata's *Origami* contains a box that can be folded out of an old greeting card.

Books to Display or Booktalk

Complete Origami: An A-Z of Facts and Folds, With Step-by-step Instructions for Over 100 Projects by Eric Kenneway.
Easy Origami by Kazuo Kobayashi.
Everyone Knows What a Dragon Looks Like by Jay Williams.
Origami by Hidaki Sakata.
Sadako by Eleanor Coerr and illustrated by Ed Young.

Program Description

Play oriental music when attendees arrive. Tell one or more stories while folding origami creatures. Demonstrate the folding techniques to the teens, give them paper and instructions, and set them free! Provide printed instructions for additional origami projects and show them books that they may check out. Play oriental music while teens make fold their projects.

Musical Recording

Oriental Gardens by various artists.

Passive Programming

Passive programming is basically promoting the library, its materials, and the entertainment that a library offers without providing a "program" at a specific time on a specific date. Passive programming involves allowing young adults to interact with librarians and/or other patrons through informal, often less-in-

timidating avenues. Passive programming catches those young adults who spend free time at the library. Programming can be ongoing or spontaneous.

Reader's Advisory - Talk to Them

Read young adult materials as much as you can. Make yourself available to YAs individually or in groups. Be willing to discuss the books they have read and suggest similar materials.

Review Writing

Young adults are most interested in what their peers have to say about materials. Use the form below, with added space for comments, or simply allow teens to write down their opinions of library materials. Put the opinions in a notebook and encourage other teens to flip through it to find "good books" on certain topics. Publish reviews on a Teen Newsletter and/or in your web page.

Teen Tops Voting

Let teens vote for their favorite books, movies, audios, web sites, snacks, etc. Ask them to fill out ballots for their favorite mysteries, non fiction, historic fiction, etc. Publish the list of winners as a bookmark, a bibliography, or an online booklist.

Choose Your Own Adventure

Write a "Choose Your Own Adventure" for young adults. Teens can pick up a new installment once a week. Creative Teen Advisory Board members may write one.

Library Teen Review Sheet

Read a good book or seen a great video? Want others to avoid a really BAD one? Found a cool web site? Here's your answer. Just fill out this teen review form and hand it to the YA librarian. The librarian will file it in the Teen Review Notebook located on the reading table in the YA Department. Reviews will be filed in alphabetical order by title. Do not fill in your real name. Make up a code name to use on all of your reviews so that other teens will know that the same person has written several different reviews. Be honest. You do not have to like the book! Do not use profanity.

Date: _____

Reviewer Code Name:

_____

Title of the material:

_____

Author(s) of material:

_____

Material type (circle one): book video audiobook music web site

Material call number or web site address:

_____

Rating (circle one): awesome good OK not-so-good horrible

Comments:

_____

Add a Line (or two) Stories

Start a story at the top of a flip chart using one of the sample starters below. With supervision, allow teens to add a set number of sentences. Encourage them to return throughout the summer to add to the story. Publish it in a Teen Newsletter, on a library web page, as handouts and/ or in a local newspaper.

Story Starter: The sun began to set just as the five teenagers stepped out of the car. Each peered into the forest, some looking for shelter, others for signs of wildlife, still others for something else. It was going to be two long, hard weeks.

Story Starter: The teenage girl ran into the house almost knocking down her twin brother. Holding up a folder she said, "I've won! Can you believe it?"

Book Swap Shelf

Make a shelf or cart available for teens to "swap" their own books for others.

Come-and-Go Crafts and Activities

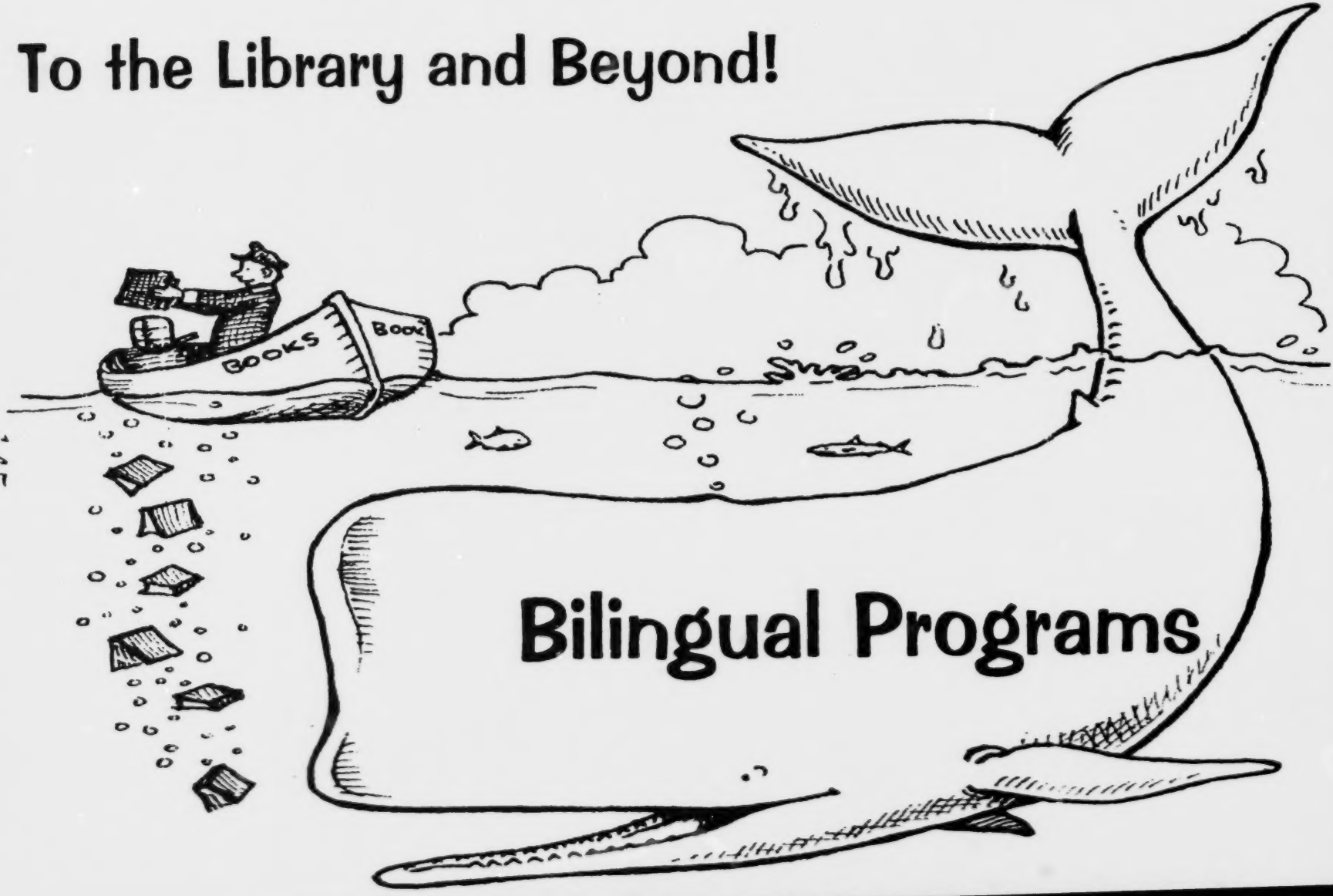
Prepare crafts and activities to be made continuously available to young adults in the YA department or designate one afternoon a week as a come and go activity time. Provide instructions, materials and lists of related books, web sites, etc. Craft and activity ideas include beading, mendhi, making scrapbooks, scavenger hunts (see example below,) yo-yo tricks, magic, and puzzles.

Teen Scavenger Hunt

Hunt through the library for the answers to these questions. Some are harder than others. If you need any help, ask a librarian or consult the computers. When you are finished bring the answers back to the YA Librarian who will let you know how you have done. Feel free to work in groups. Good luck!

1. What are the hours of the library?
2. What is the name of the Library Director?
3. When is the next young adult program?
4. What is Luxemberg often called?
5. When and where was the Declaration of Independence signed?
6. Who wrote *The Pigman?*
7. Who wrote the words to the song *Circle of Life?*
8. Who said, "National honor is national property of the highest value?"
9. How many stories were SUPPOSED to be in the Canterbury Tales?
10. How can you drop an egg without breaking it?
11. Who is Frodo?
12. What author coined the term "cyberspace?"

To the Library and Beyond!



To the Library and Beyond!

Bilingual Programs

by Elida Guardia Bonet

Introduction

Librarians can present bilingual children's programs whether or not they are fluent in Spanish. Many Spanish language children's books are simple enough for individuals with limited Spanish skills to read aloud. More and more children's books are being published in a bilingual format, and translations of many more books are readily available. If a favorite book or story is not yet available in Spanish, use a Spanish / English dictionary and translate key words or phrases. Or ask a member of your staff who is bilingual to translate the complete text.

Here are some basic formats to use when presenting books and stories in Spanish and English:

- Read the story predominantly in English, and present key words or phrases in the other language. This is the easiest format for librarians with beginning Spanish skills.
- Read a sentence or page in one language, and then read the translation.
- Read a story from beginning to end in one language and then the other.
- Present the story by switching from one language to another without translation, always maintaining grammatical correctness in both languages. This format is most appropriate when you and the audience are fully bilingual.

A list of distributors and publishers of bilingual and Spanish books is at the end of this chapter.

For recommendations of Spanish language materials, visit the web site for the Center for Study of Books in Spanish for Children and Adolescents at http://public.csusm.edu/campus_centers/csb/. Also visit Amazon.com's Spanish books page at www.amazon.com/spanish-books/.

As you look through the suggestions in this chapter, choose your comfort level for presenting your programs. You will be gratified as Spanish-speaking children and families in your community express their enjoyment and appreciation for your efforts to reach out to them.

Hats Around the World: A Program for Toddlers

Books to Share

Hats, Hats, Hats by Ann Morris.
Pedro, His Perro, and the Alphabet Sombrero by Lynn Rowe Reed.
Se venden gorras / Caps for Sale by Esphyr Slobodkina.
Sombreros y gorros / Hats by David Lloyd.
Uncle Nacho's Hat by Harriet Rohmer.
Who Took the Farmer's Hat by Joan L. Nodset.
Whose Hat Is That? by Ron Roy.

Bulletin Board

Display pictures of different kinds of hats.

Decorations

Place hats of all types, colors, and shapes, old and new, on tables, around the room, and on hat stands.

Activity

Put hats on the heads of the children at your storytime program and ask them to guess the occupation of someone who would wear the hat, for example, fireman, policeman, cowboy, baseball player, etc. At the end of storytime, let the children play dress up. Be sure to bring a mirror!

Creative Drama

Read the book or tell the story *Se venden gorras / Caps for Sale,* by Esphyr Slobodkina. When the peddler is sleeping under the tree and the monkeys take his hats, give each child a colorful felt square or hat made from construction paper. Tell the children to wear their "hats" and that they will be "monkeys" who mimic everything the peddler does and says. At the end of the story, the children all throw their "hats" onto the ground.

Storytelling

Tell the story of *Uncle Nacho's Hat.*

Movement Activity

The Mexican Hat Dance

Children love dancing the Mexican Hat Dance. The basic movement is a simple shuffle ball change on each foot. Children dance in a circle around a sombrero which is a big straw hat with a wide brim that is often seen in Mexico, like the one worn by the famous cartoon character, Speedy Gonzales. The Mexican Hat Dance is on *Dance Music Mexican Style* by El Charro & Las Jalapeñas.

Crafts

Make an Alphabet Sombrero

Read the book *Pedro, His Perro, and the Alphabet Sombrero,* by Lynn Rowe Reed. Give the children a sheet of paper with an outline of a hat, and let them draw and color all the things they might want on their own hat.

Hats, Hats, Hats!

Copy the handout at the end of this chapter with different styles of hats and give it to the children to color.

Professional Resources

Library Services to Youth of Hispanic Heritage edited by Barbara Immroth and Kathleen de la Peña McCook.
Programming With Latino Children's Materials: A How-To-Do-It Manual for Librarians by Tim Wadham.

Animales: A Program for Toddlers

Books to Share

Los animales / The Animals Picture Word Book by Claudia Zeff.
Rabbit Wishes by Linda Shute.
Rana ranita / Froggie Froggette by Hilda Perera.
Pinta ratones by Ellen Walsh.
Pollita chiquita / Henny Penny by H. Werner Zimmermann.
Rosaura en bicicleta by Daniel Barbot.
¿Quién vive en el árbol? by Jim Channel.
¿Quién soy? by Aurélie Lanchais & Alain Crozon.
Yo tenía UN hipopótamo by Héctor Viveros Lee.

Bulletin Board

Decorate the bulletin board with pictures of the animals from *Pollita chiquita / Henny Penny.* Arrange them in the sequence that the animals meet on the way to visit the King.

Fingerplay

La hormiguita

To play this tickle game, walk two fingers up the child's arm, beginning at the hand. The fingers are a little ant looking for a home. When the fingers reach the child's armpit, tickle him or her. That is when the ant finds her home!

Por aquí va una hormiguita	*Here is a little ant*
buscando su casita.	*looking for her home.*
Por aquí pasó,	*She looked here,*
por aquí pasó,	*she looked here,*
¡y aquí la encontró!	*and here she found it!*

Rhyme

Sapo guarapo

(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro. You may listen to a recording of this rhyme on the Día de los Niños, Día de los Libros web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

At the end of a story or song, repeat this rhyme and ask children if they would like to hear it again.

Sapo guarapo	*Frog, sweet frog*
calzones de trapo,	*with ragged pants*
cotona al revés,	*and shirt inside out*
¿quieres que te lo	*Do you want me*
cuente otra vez?	*to tell it again?*

Song

La araña pequeñita / The Eensy, Weensy Spider

Add a second verse and substitute "La araña grandotota," "the great big spider."

La araña pequeñita	*The eensy, weensy spider*

subió, subió, subió.	*went up the water spout.*
Vino la lluvia y	*Down came the rain and*
se la llevó.	*washed the spider out.*
Salió el sol y	*Out came the sun and*
todo lo secó.	*dried up all the rain.*
Y la araña pequeñita	*And the eensy, weensy spider*
subió, subió, subió.	*went up the spout again.*

Musical Recording

"La araña pequeñita" on *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Activity

Read *Yo tenía UN hipopótamo* by Héctor Viveros Lee, and then give the children animal crackers and let them repeat the names of the animals in Spanish and English.

Read *Pinta ratones* by Ellen Walsh, and then review the names of colors in Spanish.

Game

Una Pulga Me Picó

(This traditional rhyme and game may be found in *Tun-tun ¿Quién es?* by Doris Marcano & Carmen Heny.)

At the end of each rhyme, one person is out. The last child in the circle is the winner.

Al subir a la montaña	*When I went up the mountain*
una pulga me picó;	*a flea bit me*
la agarré por las orejas	*I grabbed her by her ears*
y se me escapó.	*and she flew away.*
¡Pulgón, pulsera,	*Big flea, big flea*
tabique y afuera!	*out you go!*

Puppet Shows or Theater

La cena de Tío Tigre y otras obras de teatro para niños by Clara Rosa Otero has four short plays about Tio Conejo, Uncle Rabbit. Use creative drama techniques and let the children act out the plays, or make the plays into puppet shows.

Read *Rana ranita / Froggie Froggette* by Hilda Perera and use a puppet that transforms from a tadpole to a frog as a lead puppet.

Storytelling

Tell a story from the audiocassette *Rabbit Tales / Los cuentos de Tío Conejo* by Elida Guardia Bonet. It features three stories about Tío Conejo, the Rabbit. Side A is in English, and side B in Spanish.

Tell *Mandinga, the Little Roach* and *Rooster and his Coin* from *Under the Mango Tree, Stories from Spanish Speaking Countries* by Elida Guardia Bonet. This award-winning tape is also available in Spanish and is called *Debajo del árbol de mango.*

Tell *Borreguita y el coyote* by Verna Aardema with a lamb puppet.

Tell *La Cucaracha Martina: A Caribbean Folktale* by Daniel Moretón.

Tell *The Boy Who Killed the Giant / El muchacho que mató al gigante*, adapted by Angel Vigil from *The Corn Woman, Stories and Legends of the Hispanic Southwest.*

Flannel Board Stories

Tell *Pollita chiquita / Henny Penny* by H. Werner Zimmermann. Copy and color the flannelboard patterns at the end of this chapter to use as you tell the story or read the book.

Tell *Pinta ratones* by Ellen Walsh. Copy the flannel board patterns at the end of this chapter, and use them as you tell the story or read the book.

Tell *The Little Ant: A Spanish Folktale*. The story and patterns are on pages 76-77 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Crafts

Make copies of pictures of the animals from the flannel board story, *Pollita chiquita / Henny Penny* for the children to color and sequence as they retell the story at home.

CD-ROM

The Tortoise and the Hare.

Videos

At the Zoo on *Lyric Language, Live Action Music Video, Series 1*. (30 minutes)

Professional Resources

Tortillitas para mamá and Other Nursery Rhymes: Spanish and English by Margot Griego.
Multicultural Folktales for the Feltboard and Reader's Theater by Judy Sierra.

Web Site

Día de los Niños, Día de los Libros
www.tsl.state.tx.us/ld/projects/ninos/index.html

Exploring El Mercado: A Program for Preschoolers

El mercado is an open air market on the side of the road with tables filled with fresh fruits and vegetables, arts and crafts, and the smell of delicious foods. Open air markets are found in every town and city in Latin America and visitors see and taste the products of the country, hear the voices of the people, the bartering, and the bargaining. A visit to an open air market is exciting!

Books to Share

Alimentos by Karen Bryant-Mole.
Día de tianguis by Ruth Rodriguez.
El gusto del mercado mexicano / A Taste of the Mexican Market by Nancy Tabor.
El sancocho del sábado / Saturday Sancocho by Leyla Torres.
El sapo distraído / The Absent-Minded Toad by Javier Rondón.
El tapiz de abuela / Abuela's Weave by Omar S. Castañeda.
La tortillería / The Tortilla Factory by Gary Paulsen.

Decorations

Set up an open market with tables of real or plastic fruits, vegetables, grains, flowers, etc. Or display pictures of open markets and regular supermarkets, recipes, and pictures of foods.

Fingerplay

Tortillitas de manteca/Little Lard Tortillas
(From *Ring A Ring O'Roses*)

Clap hands together as if making tortillas.

Tortillitas de manteca	*Little lard torillas*
Para mamá a que está contenta.	*For mother who is very happy.*
Tortillitas de salvado	*Little bran tortillas*
Para papá que está enojado.	*For father who is very angry.*

Chocolate
(A version of this song may be found in *Niñez, Spanish Songs, Games and Stories of Childhood* by Virginia Nylander Ebinger. You may listen to a recording of this rhyme on the Día de los Niños, Día de los Libros web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Children in Mexico often drink chocolate with breakfast. They stir it with a special utensil called a molinillo which is held between the palms and rotated back and forth. During the chorus of this rhyme, children rub their palms together and pretend to "stir" the chocolate with a molinillo. If possible, bring a molinillo to show the children. The children repeat the verse faster and faster each time.

Bate, bate, chocolate,	*Stir, stir, chocolate,*
Tu nariz de cacahuate.	*Your nose is a peanut.*
Uno, dos, tres, CHO!	*One, two, three, CHO!*
Uno, dos, tres, CO!	*One, two, three, CO!*
Uno, dos, tres, LA!	*One, two, three, LA!*
Uno, dos, tres, TE!	*One, two, three, TE!*
Chocolate, chocolate!	*Chocolate, chocolate!*
Bate, bate, chocolate!	*Stir, stir, the chocolate!*
Bate, bate, bate, bate,	*Stir, stir, stir, stir,*
Bate, bate, CHOCOLATE!	*Stir, stir, CHOCOLATE!*

Movement Song

Arroz con leche
(A version of this song and the recipe for rice pudding may be found in *Arroz con leche, Popular Songs and Rhymes from Latin America*, selected and illustrated by Lulu Delacre. You will also find the lyrics, and you may listen to a recording of it on the Día de los Niños, Día de los Libros web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Tongue Twisters

These tongue twisters are fun in Spanish. The translation gives you an idea of what you are saying!

Cómelo, cosme
(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro.)

Cómelo, Cosme,	*Eat it, Cosme,*
cómelo con limón,	*eat it with lemon,*
cómelo con melón	*eat it with melon,*
y con melocotón.	*and with peaches.*

Compadre

(This traditional rhyme may be found in *¿Qué será, qué no será?* by Diana Dearden and Verónica Uribe.)

Compadre, cómpreme un coco.	*Crony, buy me a coconut.*
Compadre, coco no compro,	*Crony, coconuts I do not buy,*
que el que poco coco come,	*he who eats little coconut,*
poco coco compra.	*buys little coconuts.*
Yo, como poco coco como	*As I eat little coconut*
poco coco compro.	*little coconuts I buy.*

Songs

"Compadre, cómpreme un coco" in *De colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

"Naranja dulce" in *Arroz con leche, Popular Songs and Rhymes from Latin America* by Lulu Delacre.

"La panaderita" in *El toro pinto and Other Songs in Spanish* by Anne Rockwell.

"El tortillero" in *El toro pinto and Other Songs in Spanish* by Anne Rockwell.

Flannelboard Story

Tell *The Goat in the Chile Patch.* Patterns and English and Spanish versions of the story are on pages 40-45 of *Multicultural Folktales: Stories to Tell Young Children* by Judy Sierra.

Storytelling

Tell "La papaya de Tía Leticia." It is on the audiocassette., *Debajo del árbol de mango,* by Elida Guardia Bonet.

Tell "Tía Leticia's Papaya." It is on the audiocassette *Under the Mango Tree,* by Elida Guardia Bonet.

Activities

Talk about foods that are originally from Latin America. See *Hands-on Latin America: Art Activities for All Ages* by Yvonne Y. Merrill.

Serve the children sancocho. The recipe is in *El sancocho del sábado / Saturday Sancocho* by Leyla Torres.

Crafts

Make copies of the illustration of a basket and various types of fruits at the end of this chapter, and let the children color it.

Videos

El mercado on *Sesame Street Exitos Musicales.* (45 minutes)

Professional Resources

Arroz con leche, Popular Songs and Rhymes from Latin America selected and illustrated by Lulu Delacre.

Multicultural Folktales: Stories to Tell Young Children by Judy Sierra.

Small Groups and Large Groups

Children are very inquisitive and like to know about everything around them. There are many wonderful stories that explain the natural world. They may not tell us the real answers, but they do offer some fun alternatives.

Books to Share

Señor Cat's Romance and Other Favorite Stories from Latin America by Lucía González.
Rabbit Wishes by Linda Shute.
El rey colibrí by Argentina Palacios.
El tigre y el cangrejo / The Tiger and the Crab adapted by Verónica Uribe.

Rhyme

La gallina Francolina
(This traditional rhyme may be found in *Pin uno pin dos* by Arturo Navarro.)

This rhyme is used to pick a person for a game. It is similar to "One potato, two potato..."

La gallina Francolina	*Francolina, the hen*
puso un huevo en la cocina.	*laid an egg in the kitchen.*
Puso uno, puso dos,	*She laid one, she laid two,*
puso tres, puso cuatro,	*she laid three, she laid four,*
puso cinco, puso seis,	*she laid five, she laid six,*
puso siete, puso ocho,	*she laid seven, she laid eight,*
puso un pan de bizcocho.	*she laid a good tasting cake!*

Song

Los pollitos
(This rhyme may be found in *Los pollitos dicen, The Baby Chicks Sing,* by Nancy Abraham Hall and Jill Syverson-Stork. You will also find the lyrics and may listen to a recording of this rhyme on the Día de los Niños, Día de los Libros web site at http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

Riddle

(This traditional riddle may be found in *Pin uno pin dos* by Arturo Navarro.)

Alto, altanero,	*Tall and arrogant,*
gran caballero,	*a great lord,*
capa dorada	*with a golden cape*
y un gran sombrero.	*and a grand hat.*
(El gallo)	*(The rooster)*

Theatre and Puppetry

La cena de Tío Tigre y otras obras de teatro para niños by Clara Rosa Otero has four short plays about Tio Conejo, the Rabbit, that children can perform as creative drama or as puppet shows.

Storytelling

Tell *The Owl and the Painted Bird / La lechuza y el pájaro pintado,* adapted by Angel Vigil. It is in the section of this manual entitled, "Stories, Puppet Plays, and Reader's Theater Scripts."

Tell a story from the audiocassette, *Rabbit Tales / Los*

cuentos de Tío Conejo by Elida Guardia Bonet, which has three stories about Tío Conejo, the Rabbit. Side A is in English;side B is in Spanish.

Tell *How the Armadillo Got Its Armor* in *When Jaguars Ate the Moon and Other Stories About Animals and Plants of the Americas* by María Cristina Brusca and Tona Wilson.

Story to Tell

"El vaquero al que no le gustaba la noche / The Cowboy Who Did Not Like the Night"
(Adapted by Elida Guardia Bonet)

(This story is based on *La noche de las estrellas,* written by Douglas Gutiérrez. This adaptation is printed with permission of the publisher, Ediciones Ekaré. The English edition is called *The Night of the Stars* and was published by Kane/Miller Books.)

The story is to be told orally, using as much Spanish as is comfortable. Please share the book with your audience so they may see the source from which the story was adapted.

Spanish/English Vocabulary:
botas - boots
chapas - chaps
sombrero - hat
bandana - bandana
remuda – group of saddle horses
caporal – assistant to the foreman
cabrito - goat
frijoles – beans
parrandas – parties

A long time ago, before there was a moon or stars, in a place not very far from here, not very near, there was a vaquero, a cowboy **al que no le gustaba la noche**, who did not like the night. But did he love the day! He got up with the sun. He put on his **botas**, his **chapas**, his **sombrero** and his **bandana** and ran to get his horses ready. Each vaquero had between five and ten horses in his **remuda** and was responsible for each of them. After getting their saddles and stirrups and eating a big breakfast, the vaqueros gathered, and the **caporal** gave them their daily instructions.

The vaqueros fanned out in a big, big circle and **la junta de las vacas**, the roundup, began. It was hard, treacherous work, chasing the cattle among the **chaparral**, the bushes with the thorns.

After a lunch of **cabrito** stew, **tortillas**, **frijoles**, and some **chile**, the vaqueros left one or two vaqueros to take care of the cattle that had been gathered. **La junta de las vacas**, the roundup, continued until the sun began hiding between the mountains, signaling the end of a hard day at work.

The vaqueros gathered around the campfire, spread their blankets, and went to sleep. That is, all the vaqueros, except the vaquero **al que no le gustaba la noche**, the one who did not like the night. He would just lie there looking up at the black, dark sky and say: "**La noche, ¡qué fastido con la noche!** The night, what a bother with the night!"

One afternoon, when the sun began hiding between the mountains and the night began stretching out, the vaquero went up a hill. He got to the top of the hill and said, "¡**Noche, párate**! Night, stop!"

And the night stopped. "¿**Qué pasa**? What's going on?"

The vaquero said, "**Noche, no me gustas nada**. Night, I don't like you at all! **Cuando tú vienes, se va la luz, se van los colores, sólo queda la oscuridad**. Night, when you come, the light goes away, the colors fade, and there is only darkness."

"Yes, that is the way it is," responded the night as it continued to stretch and cover the sky in darkness.

"**Espera. ¿Qué haces con la luz?** Wait. What do you do with the light?"

"Oh, that's easy," said the night. "It hides behind me!" And with that the night finished stretching out and covering the sky in darkness.

The vaquero went down to the campfire where the other vaqueros were sleeping, but he could not sleep thinking of what **la noche**, the night, had told him.

The next day he could not work.

That afternoon, when the sun began hiding between the mountains and the night began stretching out, the vaquero went up that hill again. This time he knew what he had to do. He got to the top of that hill. He got on his tiptoes. He stretched his arm. He pointed his finger. And he poked the night. A hole, a little hole, and through it **la luz**, the light, was shining through.

He was so excited! He poked and he poked and he poked. He made a big fist, and he punched the sky - a big round circle. The light was shining through.

It was shining on the vaquero. It was shining on the fields. It was shining on the other vaqueros that were sleeping around the campfire. They woke up. They started dancing, and singing, and celebrating.

And they tell us that that is the beginning of the moon, the stars, and the vaqueros' **parrandas** at the end of a hard day at work!

Reader's Theater

Let the children read *Talkative Tortoise: A Guatemalan Folktale*. The script is on pages 163 and 164 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Crafts

Medio pollito / Little Half Chick

MATERIALS:

- Copies of the chicken pattern
- Craft Sticks
- Glue
- Colors

Directions:
Use the pattern in this chapter to make a medio pollito. Give each child two copies of the pattern. The children color both patterns and glue feathers onto only one of them. They then glue both sides together and insert a craft stick between the two pieces of paper to represent one leg.

Presenters

Invite a storyteller to tell pourquoi stories.

Exploring our Festivities and Fiestas: A Program for Families, Small and Large Groups

Latinos like to celebrate special occasions with music, dances, food, and stories. Family celebrations such as birthdays, weddings, family celebrations, Christmas, and the Day of the Dead are very important in the Hispanic community. Choose from the music, decorations, books, stories, food, crafts, and games suggested in this program to create a fiesta. Since it is summer, you may wish to have a "Celebración del Dia del Padre para Toda la Familia," a "Father's Day Celebration for the Entire Family." Include a raffle for a special prize. Enjoy the fiesta!

Books to Share

A Birthday Basket for Tía by Pat Mora.
La Boda, A Mexican Wedding Celebration by Nancy Van Laan.
The Bossy Gallito by Lucía González.
The Fabulous Firework Family by James Flora.
La flor de la nochebuena / The Legend of the Poinsettia by Tomie de Paola.
A Gift for Abuelita: Celebrating the Day of the Dead by Nancy Luenn.
The Piñata Maker / El piñatero by George Ancona.
Por fin es carnaval by Arthur Dorros.
Too Many Tamales by Gary Soto
Vejigante masquerader by Lulu Delacre.
Ventanas mágicas / Magic Windows by Carmen Lomas Garza.
¡Viva! ¡Una piñata! by Elisa Kleven.

Decorations

Decorate tables with bright tablecloths, tissue paper flowers, papel picado, confetti, and streamers. Hang a piñata from the ceiling and let the children break it and have the candy during the program.

Music

Play festive mariachi music or invite a mariachi group to perform.

Refreshments

Serve dulce de leche, pan dulce, tamales, and other foods from various Spanish-speaking countries.

Songs

Las mañanitas
(Las mañanitas may be found in *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco. You will also find the lyrics and may listen to a recording of the song on the Día de los Niños, Día de los Libros web site at www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html.)

La piñata
"La piñata" in *De Colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Musical Recordings

Cada niño / Every Child by Tish Hinojosa.

Games

Lotería

At holiday celebrations and family gatherings, families enjoy playing Lotería. It's just like bingo, except that instead of numbers and letters, Mexican Lotería uses pictures. There are 48 cards or pictures. Even the little children can play, since they can recognize the pictures. Mexican supermarkets and Spanish teachers' catalogs carry this game. To see the rules and the cards, go to the web site below.

Things Latino at EgOWEB Felipe's Lotería Mexicana/ Mexican Bingo Page
http://egoiste.edb.utexas.edu/loteria/felipe.html

En la casa de Rosita
This game is played by children at parties.

Pick a leader who says:

En la casa de Rosita hay	*In Rosita's house there is*
una estrellita,	*a star,*
que se mueve así,	*that moves like this,*
(hands up)	
y así,	*and this,*
(squat down with hands on knees)	
y así.	*and this.*
(stand up with hands on waist)	
¡El que se mueve lo	*The one who moves will*
pellizco así!	*be pinched!*
Uno…dos…tres…	*One…two…three…*
quatro…cinco…	*four…five…*

Children remain still with their hands on their waists while the leader counts. The leader will pinch the first one that moves as she/he says:

"Te moviste.."	*You moved.*

Crafts

Family.com (http://family.com/) has lots of craft suggestions and is searchable by the name of the craft or by materials. Here are three excellent ideas that you will find at that web site.

Color a Piñata

For toddlers and preschoolers, copy the picture of the "donkey" piñata at the end of this chapter, and let the children color it.

Make a Piñata

For directions to make a piñata with a balloon and papermaché, search Family.com under "papier maché crafts."

Tissue Paper Flowers

For directions to make tissue paper flowers, search Family.com under "paper blossoms."

Luminarias and Tin Can Lanterns
For directions to make luminarias and tin can lanterns, search Family.com under "can crafts." Or, for directions for luminarias. look in *Hands-On Latin America: Art Activities for All Ages* by Yvonne Y. Merrill.

Papel Picado
Make papel picado using directions at the North Texas Institute for Education on the Visual Arts web site at www.art.unt.edu/ntieva/news/vol_7/issue3/96falp11.htm

Guest Presenters
Invite a mariachi band or ballet folklórico to perform at your library.

Videos
Sesame Street Fiesta! (30 minutes)

Web Site
Look in the section about music and entertainment at Latino.com (www.latino.com) for a list of the First Annual Latin Grammy Winners.

Beyond the Farm - Exploring the World of Migrant Farm Workers: A Program for Elementary Children or Young Adults

Migrant workers move from farm to farm throughout the United States, picking the crops that we enjoy in the supermarket. It is a hard life, a life of constant changes and uncertainties. This program honors those who spend their days in the fields.

Books to Share
Amelia's Road by Linda Jacobs Altman.
Calling the Doves / El canto de las palomas by Juan Felipe Herrera.
La mariposa by Francisco Jiménez.
Radio Man by Arthur Dorros.
Tomás and the Library Lady by Pat Mora.

Books to Show or Book Talk
César Chávez by Consuelo Rodríguez.
The Circuit by Francisco Jiménez.
Joyride by Gretchen Olson.
Not Just Party Girls by Jeanne Betancourt.

Decorations
Decorate with books about farms and pictures of farms, fruit groves, vegetable fields, and buckets and baskets of fruits and vegetables.

Bulletin Board
Display a map of the United States showing different routes that migrants take. On the map, show the types of produce grown in different states. Add pictures of migrant workers in the field.

Songs
"Something in the Rain" on *Culture Swing* by Tish Hinojosa.
"De colores" on *De colores and Other Latin American Folk Songs for Children* by José Luis Orozco.

Riddles

(From *Tun-tun ¿Quién es?* by Doris Marcano & Carmen Heny)

Todos pasan por mí, Y yo no paso por nadie.	*They all pass on me,* *And I do not pass over anyone.*
Muchos preguntan por mí, Y yo no pregunto por nadie. (La calle)	*Many ask for me,* *And I do not ask for anyone.* *(The road)*
Blanco y no es papel. Colorado y no es clavel.	*White and it is not paper.* *Red and it is not a carnation.*
Pica y pimienta no es. (El rábano)	*Stings and it is not pepper.* *(The radish)*
Verde como loro bravo como toro. (El ají)	*Green as a parrot* *fierce as a bull.* *(The chili)*

(From *¿Qué será, que no será?* by Diana Dearden & Verónica Uribe)

En el campo me crié atada con verdes lazos y aquel que llora por mí me está partiendo en pedazos. (La cebolla)	*In the fields I was raised* *tied with green bows* *and he who cries for me* *is cutting me into pieces.* *(The onion)*

Poetry

Read a favorite poem from *Gathering the Sun* by Alma Flor Ada.

Read a poem from *Voices from the Fields: Children of Migrant Farm Workers Tell Their Stories* by S. Beth Atkin.

Theater

Luis Valdez Early Works: Actos, Bernabé and pensamiento serpentino by Luis Valdez. This book contains a collection of nine Teatro Campesino Acts or Farmworkers Theater skits that were written and presented as social protests.

César Chávez: A Mini Play by Larry Stevens. This is a short play based on the life of César Chávez.

Presenters/Programs in Communities

Have a migrant worker or a former migrant worker come and speak to the children.

Crafts

Ristras

Ristras are strings of chilis that hang in many Texas homes and are used to bring good luck. You will find directions for making paper ristras at the Family.com web site (http://family.go.com/). Search for "ristra," then click on "International Crafts," and then click on "Mexico: Ristra."

Produce Map

Make copies of the map of the United States at the end of this chapter and give one to each child. Have the children draw and color the produce grown in different states and

the routes migrants may travel.

Web Sites

United Farm Workers
www.ufw.org/

Exploring our Latino Roots: A Program for Young Adults

Children should know their origins and be proud of their heritage. We should all know where we come from and who we are so that we can concentrate on our goals for the future. We must also get to know those around us, for that is how a stranger becomes a friend.

Many of the books recommended below are collections of short stories. Choose the ones to which your patrons will best relate.

Books to Display or Book Talk

Americanos: Latino Life in the United States by Edward James Olmos, Lea Ybarra, and Manuel Monterrey.
De oro y esmeraldas: mitos, leyendas y cuentos populares de Laninoamérica by Lulu Delacre.
The Emerald Lizard: Fifteen Latin American Tales to Tell by Pleasant De Spain.
Fitting In by Anilu Bernardo.
The House on Mango Street by Sandra Cisneros.
An Island Like You: Stories of the Barrio by Judith Ortiz Cofer.
Stories from Latin America by Genevieve Barlow.
Stories that Must Not Die by Juan Sauvageau.
Sweet Fifteen by Diane González Bertrand.

Decorations

Display arts and crafts from various Spanish-speaking countries.

Bulletin Board

Ask a travel agent for posters and brochures for different Spanish-speaking countries, or buy them from catalogs for Spanish teachers, such as Teachers' Discovery and Carlex. Contact information for these vendors are included in the list of distributors at the end of this chapter.

Poetry

Read "Roots, A Tree for César Chávez" in *Laughing Tomatoes and Other Spring Poems* by Francisco X. Alarcón.

Read "We are Trees" in *From the Bellybutton of the Moon and Other Summer Poems* by Francisco X. Alarcón.

Read "Why Am I So Brown?" in *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States* edited by Lori M. Carlson.

Storytelling Audiotape

Let the teens listen to a story such as "Peanut Man" and the "Magnolia Tree" from the audiotape *Growing up Cuban in Decatur, Georgia* by Carmen Agra Deedy.

Theater

Select a play in *You're On! Seven Plays in English and Spanish* by Lori M. Carlson. (Each play is presented in Spanish and English.)

Crafts

Mural

Let the young adults work as a group on this project.

Materials:

- Butcher paper
- Paint or markers
- Scissors

Directions:

Bring out books with pictures by muralists such as Diego Rivera or José Clemente Orozco. Let the youths plan and execute a design and hang it in the young adult area of the library.

Map and Flags

Copy the maps of Central America and South America and the flags at the end of this chapter. Give one of each to the students. Show them books and web sites about flags and let them color the flags and match them to the country.

Guest Presenters

Invite someone in your community who is from a Spanish-speaking country to talk about his or her country of origin, show arts and crafts, and possibly share some typical foods.

Invite storytellers to present stories from Spanish-speaking countries.

Web Sites

CulturaLatina.com
http://culturalatina.com/

Latino.com
www.latino.com/

Latino Link.com
www.latinolink.com/

Distributors/Publishers of Bilingual or Spanish Books

Arte Público 1-800-633-ARTE: www.arte.uh.edu/

Carlex 1-800-526-3768 (Supplies for Foreign Language Teachers): www.carlexonline.com/

Fondo de Cultural Económica USA 1-800-532-3872: www.fceusa.com/

Kane/Miller Book Publishers 718-624-5120 or 1-800-Booksense: http://kanemiller.com/

Lectorum 1-800-345-5946: www.lectorum.com/

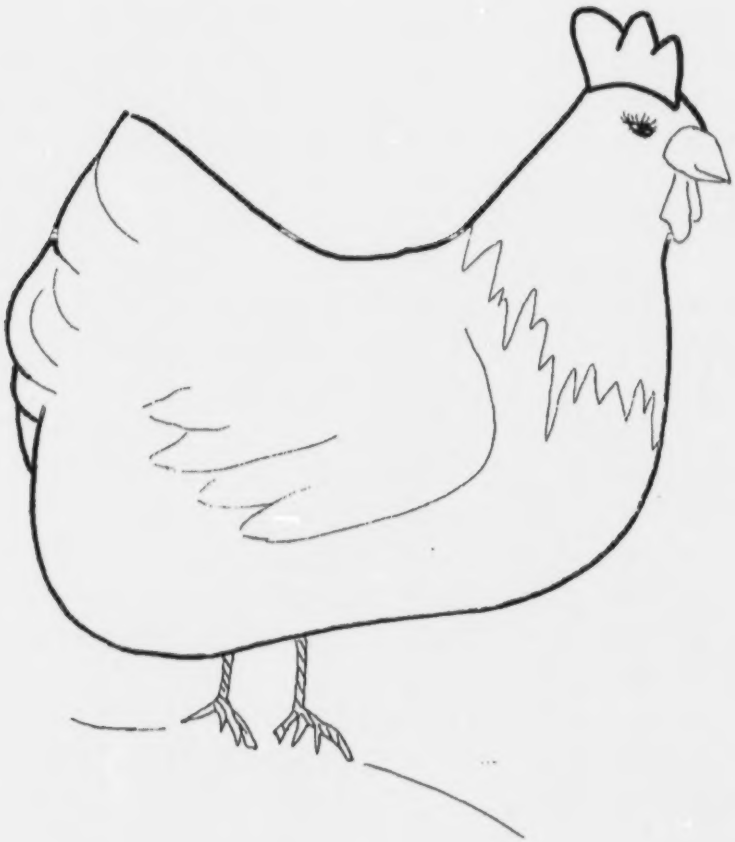
Libraries Unlimited 1-800-237-6124: www.lu.com/

National Educational Systems 1-800-231-4380

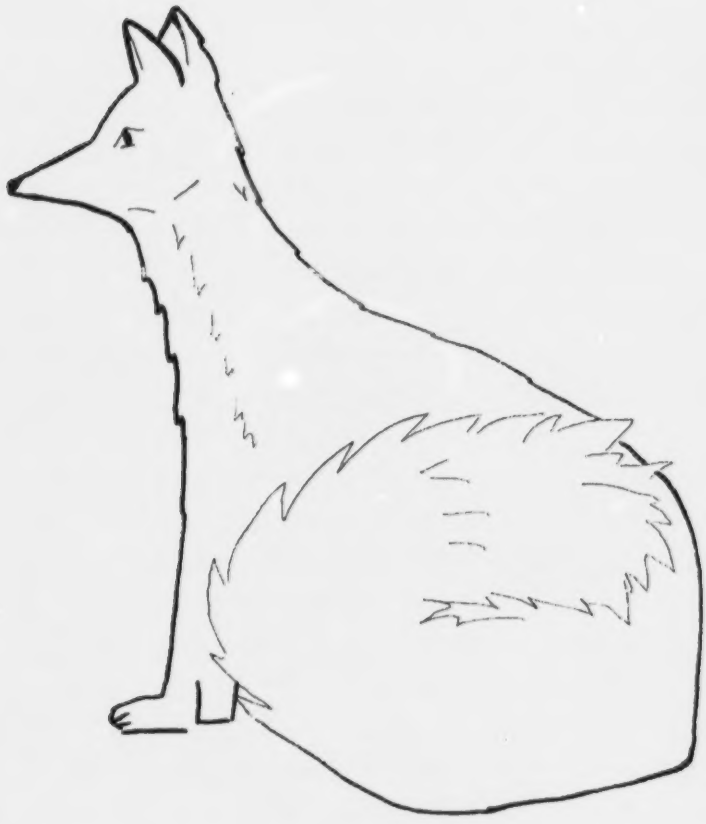
Teachers' Discovery 1-800-832-2437 (Supplies for Foreign Language Teachers): www.teachersdiscovery.com/

Hats, Hats, Hats! Craft

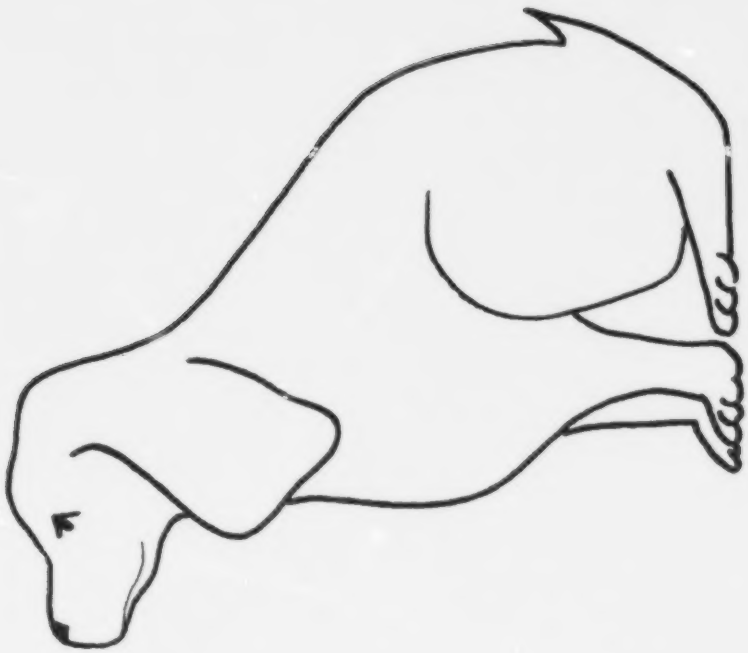
Henny Penny Craft



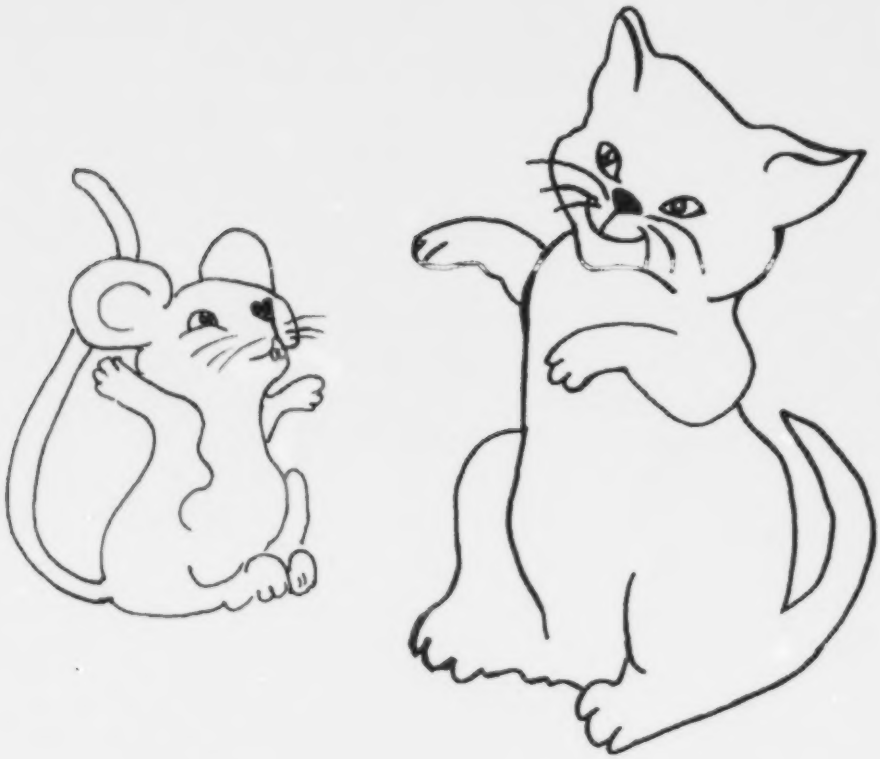
Henny Penny Craft

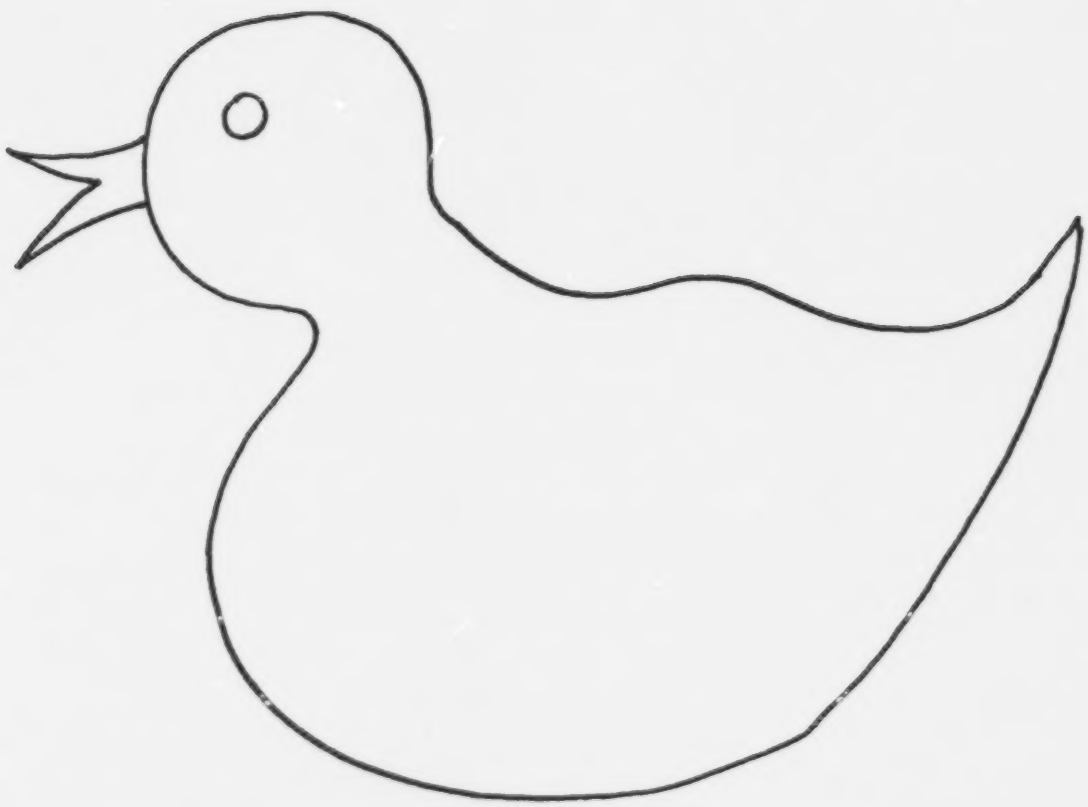


Henny Penny Craft

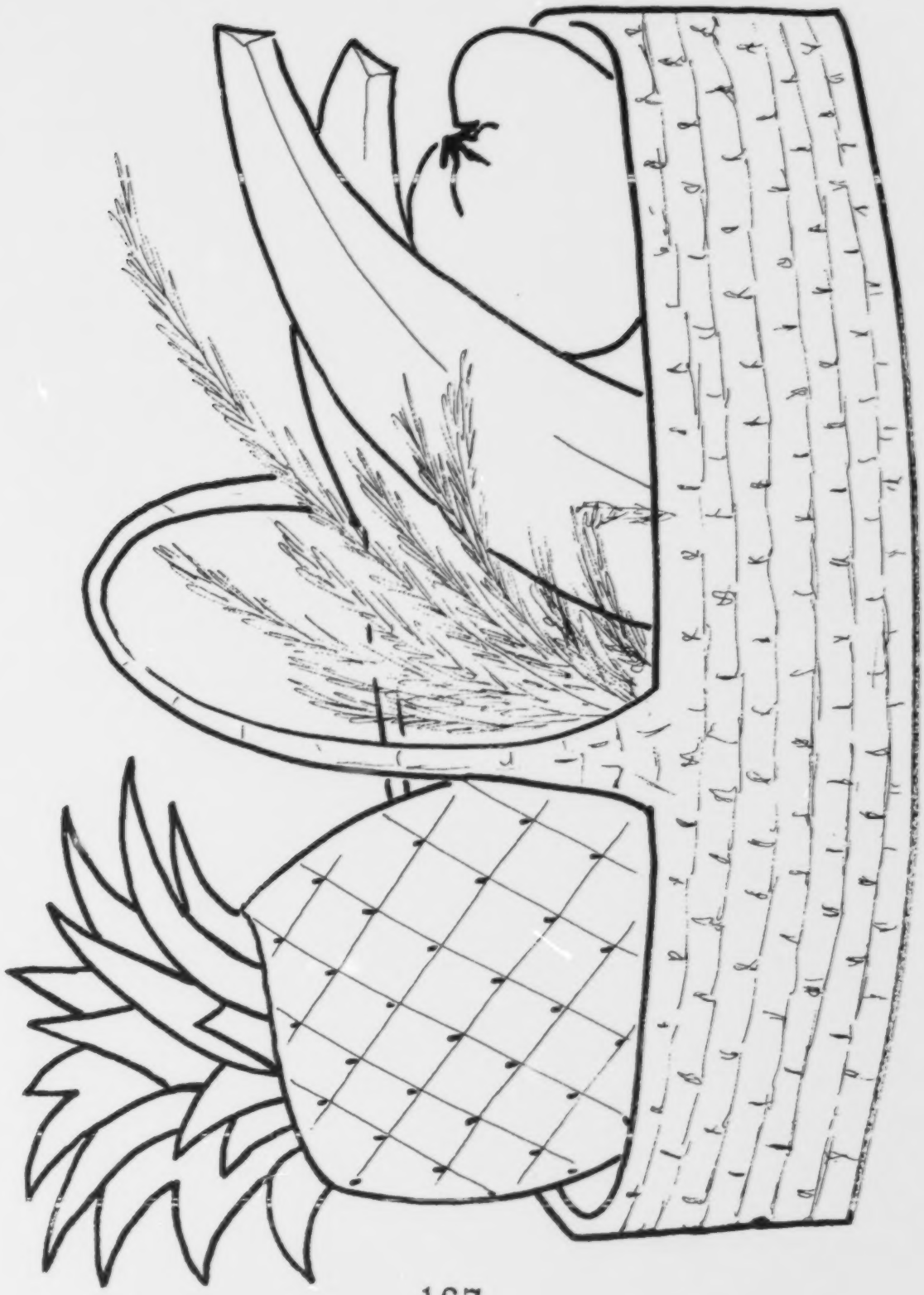


Mouse Paint and Medio Polito Craft

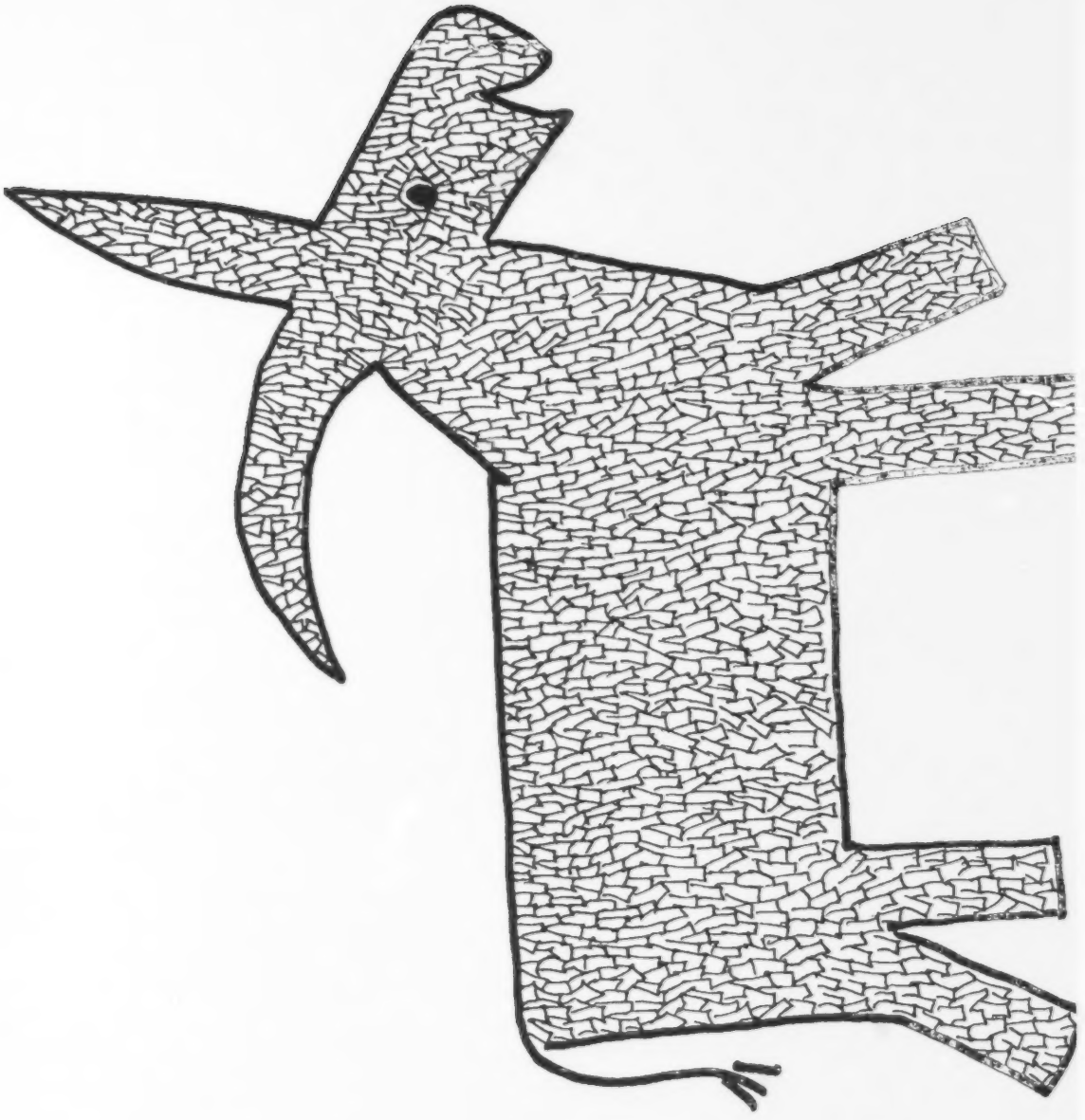




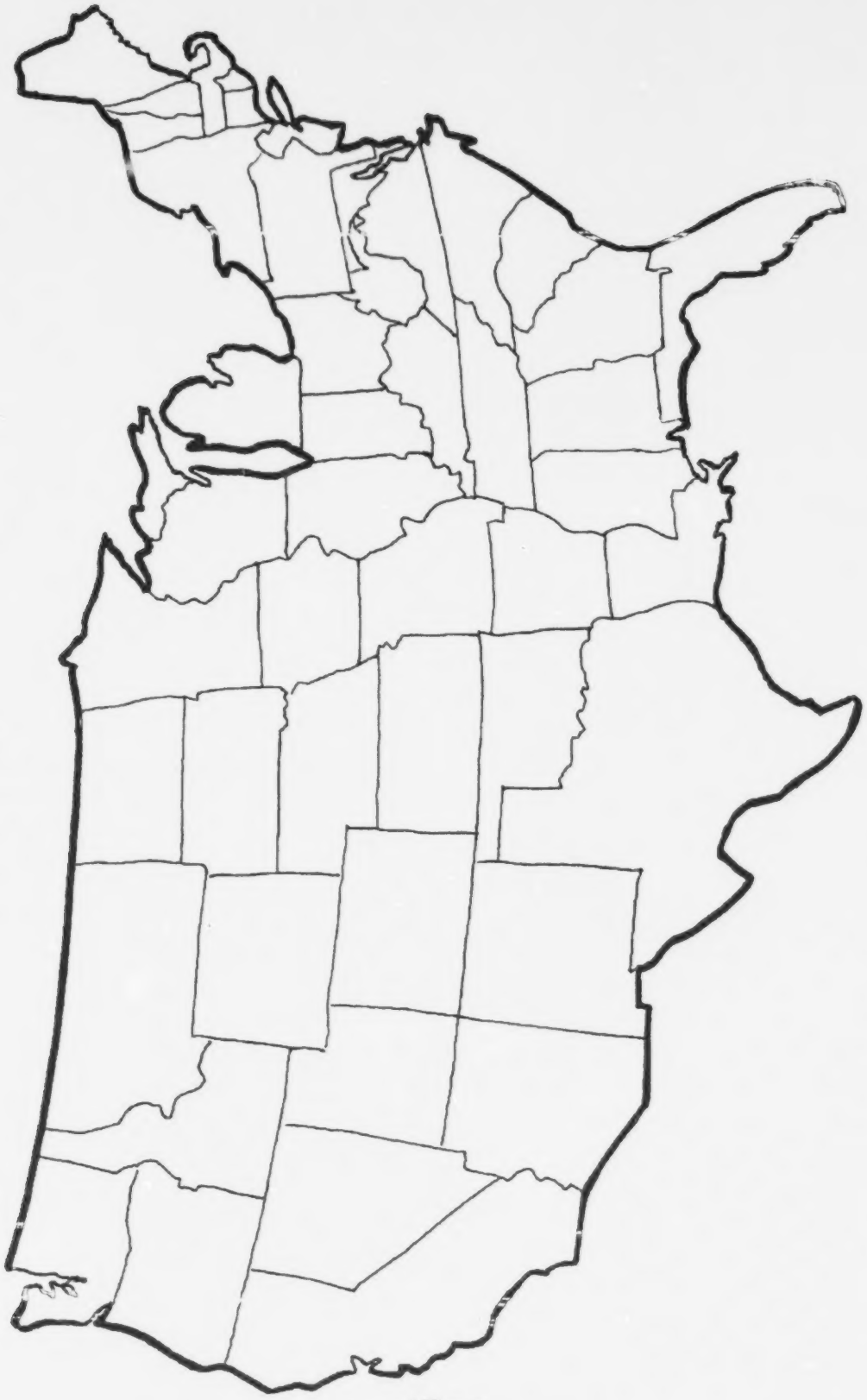
Fruit Basket Craft



Color a Pinata Craft

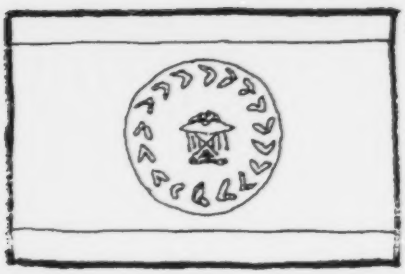


Produce Map Craft



Map and Flags Craft

Map and Flags Craft



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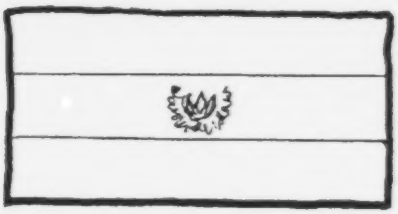

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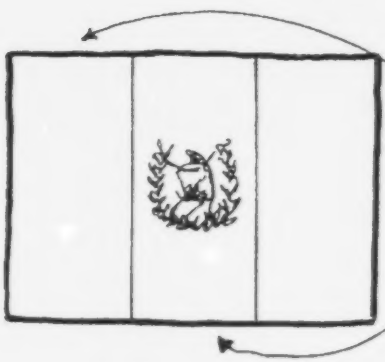

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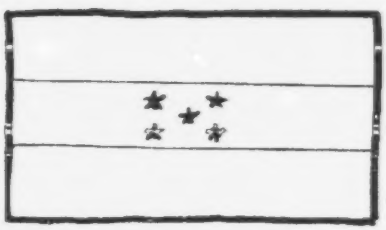

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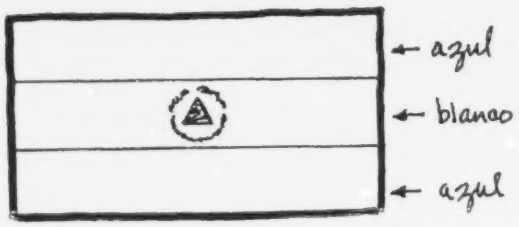

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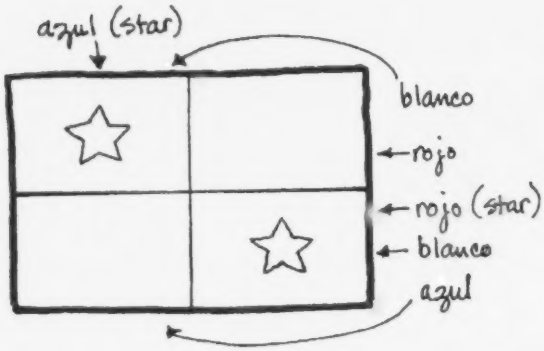

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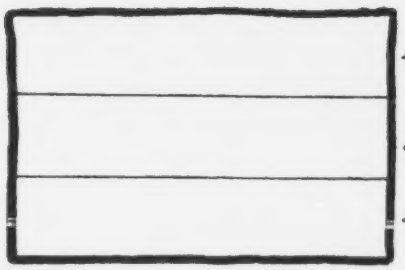
Map and Flags Craft



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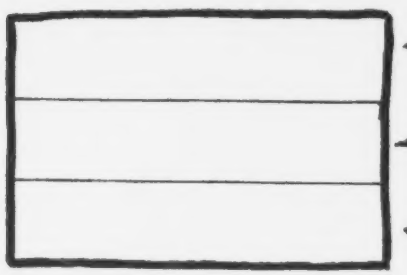

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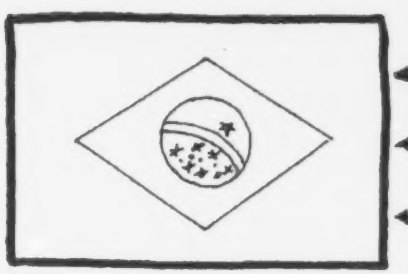

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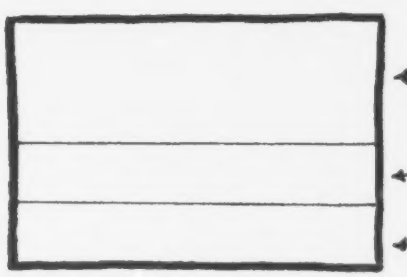

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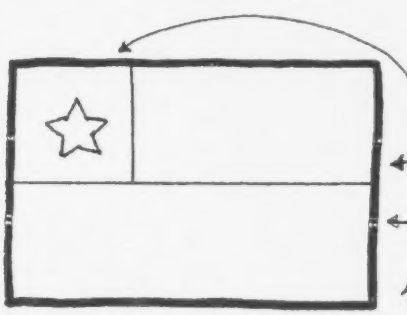

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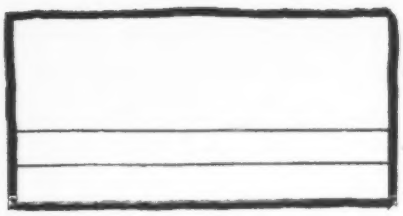
Map and Flags Craft



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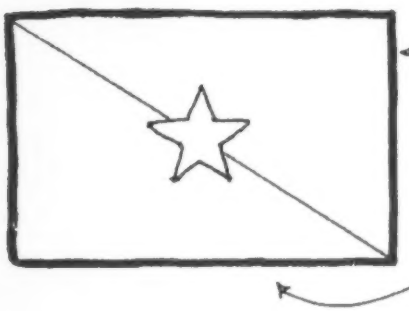

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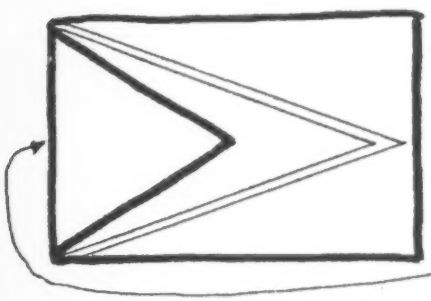

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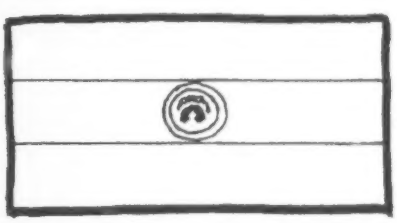

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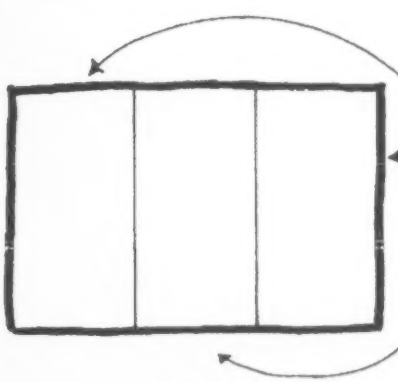

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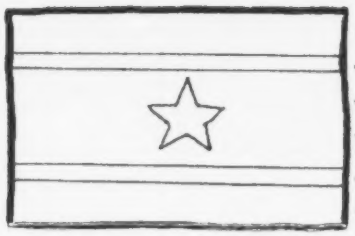
Map and Flags Craft



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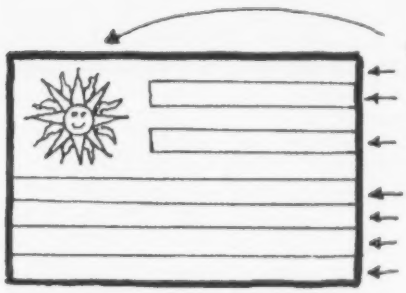

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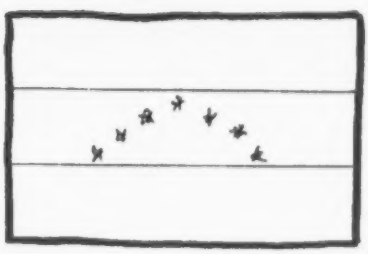

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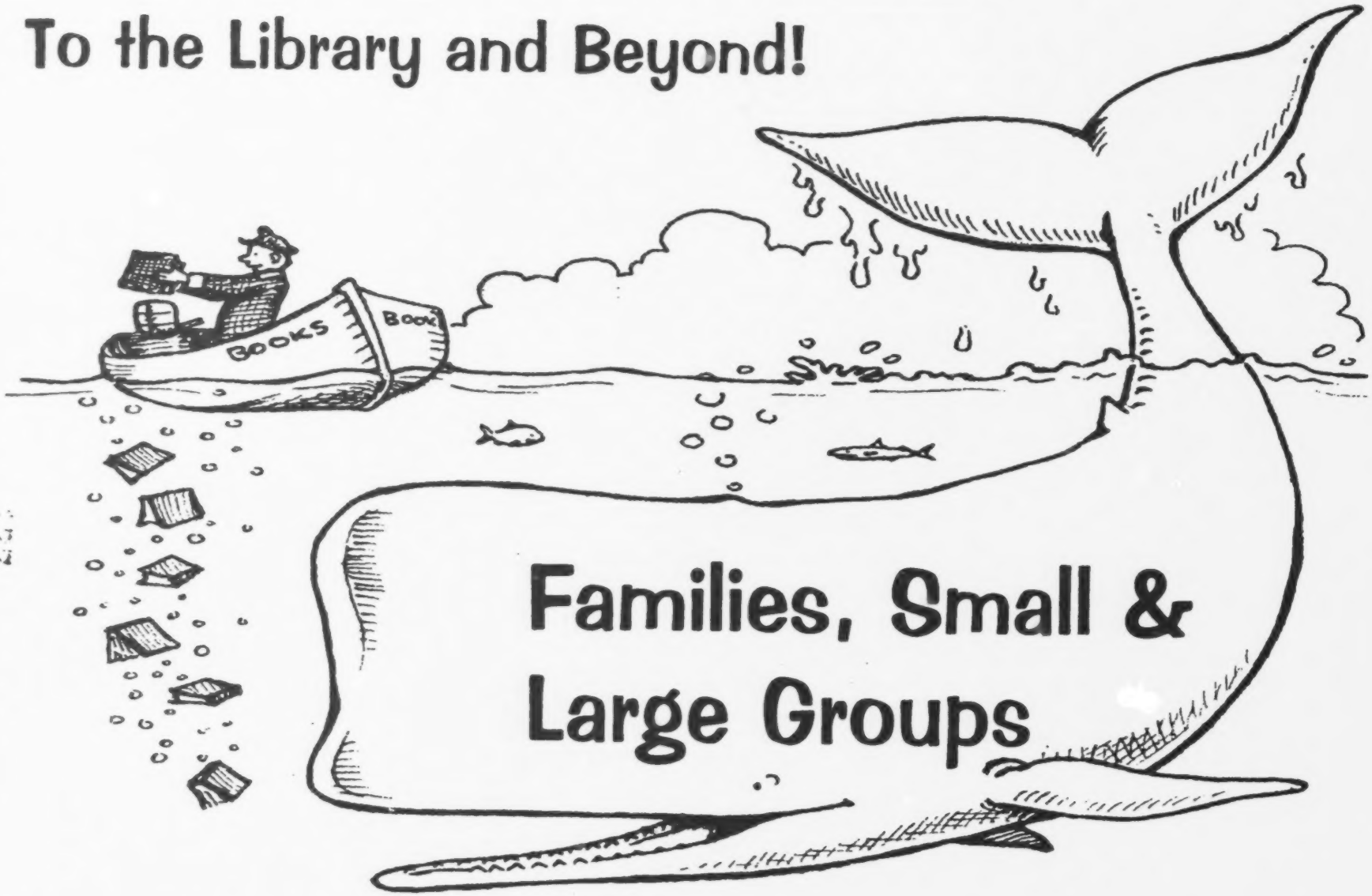
To the Library and Beyond!



Families, Small & Large Groups

To the Library and Beyond!

Families and Small and Large Groups

by Cara A. Waits

Introduction

This chapter includes activities related to each theme that may be adapted to programs for family and large or small groups. A variety of elements are suggested with each program to draw families and children into the pleasure of reading. Begin the programs with opening warm-ups or ice breakers that work well with an audience composed of a wide age range, such as "My Name Is Joe" on page 7 of *Crazy Gibberish* by Naomi Baltuck. As a closing activity, try "It Takes Two" on page 240 of from Caroline Feller Bauer's *Read For the Fun of It*.

Beyond the Looking Glass: Flights of Fantasy

Books to Share

Alistair's Time Machine by Marilyn Sadler.
If the Dinosaurs Came Back by Bernard Most.
Jumanji by Chris Van Allsburg.
Roxaboxen by Alice McLerran.
Where the Wild Things Are by Maurice Sendak.

Books to Display or Booktalk

Chitty Chitty Bang Bang by Ian Fleming.
The Indian in the Cupboard by Lynne Reid Banks.
James and the Giant Peach by Roald Dahl.
Mary Poppins by P. L. Travers.

Fingerplay

The Hider

(In *Finger Frolics* by Liz Cromwell, page 99. Included with permission from Partner Press.)

A beast that takes and hides our stuff *(hold up fist; grab fist with other hand; hide fist behind back)*
Is what we call a hider.
We think it's smaller than a mouse *(display fist)*
But larger than a spider. *(undulate fingers for spider's legs)*
No one's ever seen one, but *(cover eyes)*
We know when he's been near, *(look down, hands on hips)*
Cuz a shoe or glove or comb or toy
That was there *(point far away)*
Is over here. *(point at feet)*

Musical Recordings

"A Fairy Went A-Marketing" on *Daydreamer* by Priscilla

178

Herdman.
"Read a Book" on *Peppermint Wings* by Linda Arnold.
"The Unicorn Song" on *The Secret Journey* by Kevin Roth.

Reader's Theater

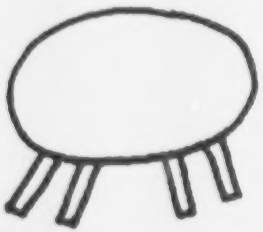
Let the children read *The Magic Carpet Ride* by Gayle A. Travis. The script is in the "Stories, Puppet Plays, and Reader's Theater Scripts" chapter of this manual.

Tell and Draw Story

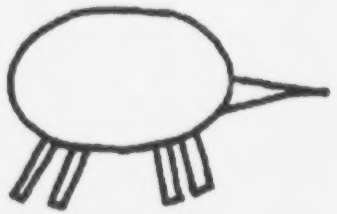
MY DINOSAUR
(Story adapted and illustrations by Cara Waits.)

One Monday, an oval
appeared in my yard.

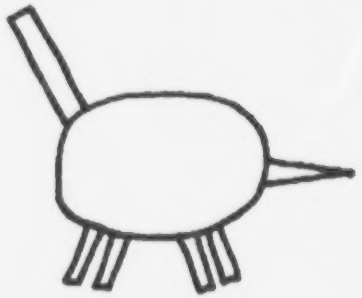
Tuesday, the oval cracked like an egg
and four rectangular legs appeared.



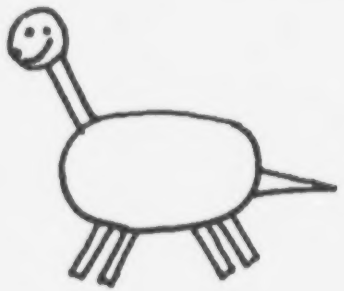
On Wednesday, a triangle poked out
and dragged the ground like a tail.



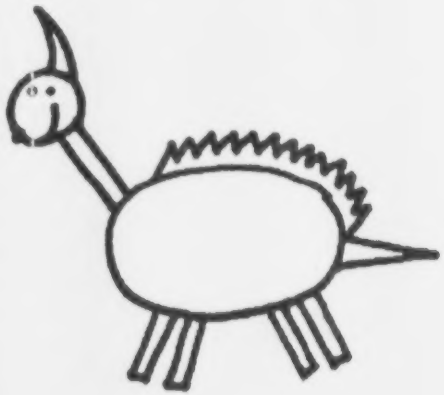
Thursday, a long rectangle appeared
on top of the oval.



And on Saturday, a face appeared in the circle.
There were two eyes, one nose, and one mouth.



And on Sunday, I went out to play with my pet dinosaur.



180

Craft

Board Game

Let the children make their own board games based on books to which they listen during the program, or based on books they have read on their own. The object of the game might be for the characters to reach a common destination or separate destinations before another character. A good resource for ideas on creating board games is Caroline Feller Bauer's *This Way to Books*, pages 284-285.

MATERIALS:

- Large pieces of square poster board or file folders
- Stickers
- Colorful cardstock precut colorful in rectangular shapes
- Pencils
- Colored markers

DIRECTIONS:

Let each child or group of children choose a book upon which they will model their game. Guide the children to make a list of settings, characters, obstacles and foes, and the final goal reached by the protagonist(s).

Each child or group of children will map out a path or paths from the character's point of origin to a final destination on a poster board or file folder. The paths can be single winding tracks, parallel tracks like a railroad, or adjacent squares, as in the game "Candyland". The children may also outline squares with colored markers and create landmarks on or near the squares, or color in the squares of the game board. Stickers with pictures or various colors may be placed in squares for landmarks. On the rectangular cards, children write directions or draw pictures to denote the directions according to which characters or pieces will move. The rectangular cards may be of one or more colors. Directions might include instructions for the characters to "move to the next red square," "go to the rocket ship," "move two spaces back," or "go four spaces forward," etc.

Dice and spinners may also be made and used in the game. The objects that move along the path may be miniature rocks, beads, painted bottle caps, paper cutouts, etc.

Videos

Alice's Adventures in Wonderland. (22 minutes)
Jumanji. (110 minutes)

Where the Wild Things Are. (8 minutes)

Cultural Journeys: Countries Beyond Our Borders

Books to Share

The Magic Brush by Y. T. Mui.
The Mitten by Jan Brett.
Peach Boy a Japanese Tale by Gail Sakurai.
Snap! By Marcia Vaughan.
Who's In Rabbit's House by Verna Aardema.

Books to Display or Booktalk

The Day of Ahmed's Secret by Florence Parry Heide.
The Firebird by Demi.
Sing for Your Father, Su Phan by Stella Pevsner.
Sister Shako and Kolo the Goat Memories if My Childhood in Turkey by Vedat Dalokay.
The Village of Round and Square Houses by Ann Grifalconi.

Display

Display a map of the world or a globe with books and travel videos about each country.

Fingerplay/Rhyme

Hello
(Adapted by Cara Waits)

Hello, my friends, hello. (*wave hello*)
Hello, my friends, hello, my friends,
Hello, my friends, hello. (*wave hello*)

Repeat the verse and substitute "hello" with greetings in other languages, such as *Hola* / Spanish, *Bonjour* / French, *Guten tag* / German, *Kanishiwa* / Japanese, *Aloha* / Hawaiian.

For additional verses, and as a closing to the program, substitute good-bye with *Adios* / Spanish, *Adieu* / French, *Auf Wiedersehen* / German *Sayonara* /Japanese, *Mahalo* / Hawaiian.

Musical Recording

"Places in the World" on *Teaching Peace* by Red Grammer.

Stories

Flannel Board Story
Tell *The New Year's Animals: A Chinese Folktale.* The story and patterns are on pages 13-21 of *Multicultural Folktales for the Feltboard and Reader's Theater* by Judy Sierra.

Tell and Draw Story
"The Glutton" by Cara Waits

"The Glutton" is a short rhyme or "drawing song" from Japan and numerous translations have been published. Many of the Japanese chants use word plays and puns and some lose their meaning in translation. Below is a "drawing song" that uses numbers to create the illustration. Use the adaptation of this rhyme included below, or make up

your own. A version of "The Glutton" may be found on page 60 *of The Storytelling Handbook* by Anne Pellowski. Refer to the illustration as you "draw" this story.

Once there was a small girl who loved to play hopscotch. Every day she would hop on the sidewalk and count as she hopped along. One (1), two (2), three (3).

One day she went for (4) a walk to find a friend who would play a game with her. She played five (5), maybe six (6) games. She certainly had a lucky nose for winning at most anything (7). But when it came time to eat, she ate (8) enough for nine (9) or ten people (10).

Tangram Stories

Tangrams are ancient Chinese puzzles with seven geometrical pieces cut from a large square as shown in the illustration at the end of this chapter. The objective is to arrange the pieces to form silhouettes of animals, people, or objects. Tangrams may be made out of felt for use on a flannel board. They may also be made from poster board. Attach magnetic strips on the back for use on a magnetic board.

To enhance a story with tangram puzzles, tell a story or rhyme as you lay the pieces to create the figure. Mother Goose rhymes or nursery tales such as "Old Mother Hubbard," "The House That Jack Built," and "Mary Had a Little Lamb." Other stories that are wonderful with tangram puzzles are *Grandfather Tang's Story* by Ann Tompert and *The Tangram Magician* by Lisa Campbell.

A pattern to cut a set of tangram puzzle pieces and illustrations of tangrams for animals, people, and a house, are at the end of this chapter. Use them to tell "The House that Jack Built."

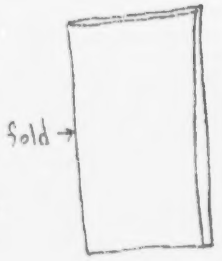
Crafts

African Masks

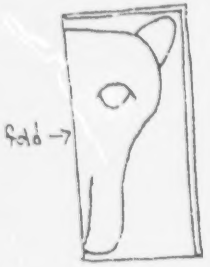
Materials:

- Tag board
- Markers, crayons, paint
- Construction paper, 12" X 18"
- Glue
- String
- Hole punch
- Scissors

Fold 12x18 sheet in middle

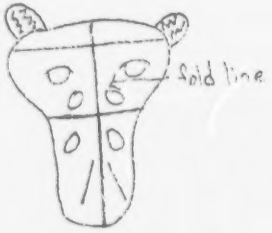


Draw face shape



Cut out pattern and unfold. Cut eyes; cut nose along line if desired. Decorate with different colors.

Attach string on either side of mask or attach to paint stick



DIRECTIONS:

Show examples of African masks from African art books such as *Can You Spot the Leopard? African Masks* by Christine Stelzig from the Adventures in Art series. Fold the construction paper in half as shown in the illustration at the end of this chapter. Draw the outline of an animal face of the folded paper and cut it out. Hold the animal face shape to the child's face and cut out the eyes and mouth as shown in the illustration. Let the children color and decorate their masks with markers, crayons, construction paper, or paint. Punch a hole on the sides of the mask and tie a string so that children may wear them tied around their faces. Or, staple or tape craft sticks to the "chin" so that the children may hold the masks in front of their faces.

Native American Sand Paintings

MATERIALS:

- Fine white sand
- Food coloring or tempera paint
- Cardboard, tag board
- Glue
- Styrofoam trays
- Toothpicks, brushes, or cotton swabs
- Baby food jars

DIRECTIONS:

Before the program, place a small amount of sand in some baby food jars. Add a different food color or tempera paint color to each jar of sand, place lid on it, and shake it well. Food coloring produces lighter shades and tempera paint produces darker shades. Allow the sand to dry.

Show the children pictures of Native American symbols that they might copy in books such as *American Indian Games and Crafts* by Charles L. Blood. Have the children draw a design on a piece of cardboard and place it in a tray. They may then apply glue to the design. Let them use toothpicks for fine lines and swabs or brushes for solid areas. The children sprinkle the desired colors of sand on

the wet glue one color at a time. After applying each color, they turn the cardboard over and let the excess sand fall into the tray and then pour the sand from the tray back into a jar. The process is repeated until the sand paintings are finished.

Aboriginal Bark Painting

Crafts of Many Cultures by Aurelia Gomez features an Aboriginal bark painting craft. There is also an example of Aboriginal painting on pages 104-106 and instructions for an Aboriginal dream map and examples of Aboriginal symbols on pages 107-108.

MATERIALS:

- Brown construction paper
- Tempra or acrylic paints

DIRECTIONS:

Give each child a copy of the sheet with symbols based on aboriginal artwork that is included at the end of this chapter. Let them create a picture on brown paper (to emulate tree bark) dividing the paper from one side to another with meandering lines reminiscent of trails across a prairie, mountains, or a beach, as shown on the handout. They may draw symbols in the areas between the lines to indicate places where kangaroos or dingos might be tracked, mountains, the location of a camp, a stream or lake with fish, etc. Let them draw and color their maps with tempera or acrylic paints.

Videos

A Fish From Japan. (19 minutes)
The Magic Pony. (11 minutes)
Me and You Kangaroo. (19 minutes)

Web Sites

Tangrams
www.geocities.com/TimesSquare/Arcade/1335/index.htm

Professional Resources

Stories to Play With by Hiroko Fujita.
Story Puzzles Tales in the Tangram Tradition by Valerie Marsh.
Multicultural Folktales for the Feltboard and Reader's Theater by Judy Sierra.

Once Upon a Dragon: Medieval Days

Books to Share

Anno's Medieval World by Anno.
Custard the Dragon by Ogden Nash.
The Popcorn Dragon by Jane Thayer.
The Reluctant Dragon by Kenneth Grahame.
Saint George and the Dragon by Margaret Hodges.
There's No Such Thing as a Dragon by Jack Kent.
Where Did All the Dragons Go? by Fay Robinson.

Books to Display and Booktalk

Castle Diary the Journal of Tobias Burgess, Page by Richard Platt.
The Door in the Wall by Marguerite de Angeli.
Favorite Medieval Tales by Mary Pope Osborne.

Fingerplay

SIX GREEN DRAGONS
(By Cara Waits)
(Sung to the tune of "Six Little Ducks.")

Six green dragons, that I once knew.
Scaly ones, fat ones, and thin ones too.
But the one green dragon with the sparkle in his eye.
He led the others with an Aaaargh! Aaaaaargh! Aaaargh!

Tell and Draw Story

Tell *A Monster Tale*. The story and directions are on page 54 of *Chalk in Hand: The Draw and Tell Book* by Phyllis Noe Pflomm.

Creative Drama

ST. GEORGE AND THE DRAGON
(Adapted by Cara Waits)

This may be used as a puppet show, a reader's theater script, or as creative drama.

Characters: Herald, Dragon, King, Princess, St. George

HERALD: *(to audience)* Good gentle people, today you are here to see our play "St. George and the Dragon." Enter now, Dragon! *(Dragon enters)*

DRAGON: I am the dragon, and these are my jaws! I am the dragon, and these are my claws.

HERALD: Enter, King and Princess. *(King and Princess enter)*

KING: *(talking to the Princess)* He says he'll tear the land apart, if we do not feed him. This dragon has no heart. We cannot escape him.

PRINCESS: Then feed him, Papa. Give him what he desires.

DRAGON: Yes! I am hungry and wild. I must eat now - mmmmm! A princess! Well, well. Ahem! Hello there, Princess....

KING: *(facing dragon)* Woe is me! Stay away! Not my daughter will you slaughter!

PRINCESS: *(facing King)* Fear not, my King, my life I give to save the land. On this earth, I will stand.

HERALD: Exit King. Enter St. George.

GEORGE: *(enters riding on a horse)* On Fiery Breath! A beautiful damsel in distress is she! Good day, my lady.

PRINCESS: Oh, kind knight, spur on your horse. Leave and take another course! I am about to give my life to the dreaded Dragon! That dreadful beast!

GEORGE: I will not take one step from here unless I rescue you from fear. My horse, my sword, my shield and I will bring this monster forth to die! Stand apart, my beautiful princess!

(The dragon and St. George wrestle and fight with lots of growling, or perform a pretend joust between the dragon and St. George.)

George: *(to Dragon)* I must take a break and drink from this silvery stream. I am with a great thirst. And you?

Dragon: *(to St. George)* Aaaargh! I must drink. I, too, am of great thirst. *(Dragon make slurping noises).* Aaaaargh!! Roaaaar! I have fielded my thirst but now I have no fire!! Aaaaaargh!

St. George: *(smiling and triumphant, bows to princess)* He is tame now. He is at your bidding.

(All actors begin to walk slowly but the dragon roars and a second battle between St. George and the Dragon begins.)

Herald: Enter King.

(The princess and the King become involved in the battle. St George knocks the dragon on the head with a single blow from his sword and the dragon weaves in a daze.)

St George: *(to King and Princess)* Be that the mighty blow. He will do your bidding now.

(Dragon falls and then dazedly looks around at St. George, the King and the Princess.)

Dragon: Good morrow to all, I must apologize for my beastly behavior. I trust that no one came to any real harm. I simply don't know what comes over me. Why, to behave in such a manner! Please, I beg your forgiveness. And to show it, dost anyone here need a ride home? It would be my pleasure to convey all of you to your lodgings and if I may I would beg a room for the night.

King: *(frowning and thinking)* Well…my castle has a keep for someone your size. *(smiling)* I could put you up for the night there. Perhaps we could discuss some business I have in mind. Your services would be most appreciated but only if you mind your manners and leave my daughter alone!

Dragon: Yes! Of course, sire! I would be most willing to hear what you have to say.

(St. George and the Princess exit the stage gazing into each other's eyes. The Dragon and the King walk off stage talking in great earnest about a business proposition.)

Herald: So ends our tale, with a round of applause.

Musical Recording

"Puff the Magic Dragon" on *Peter, Paul and Mommy* by Peter, Paul and Mary.

Crafts

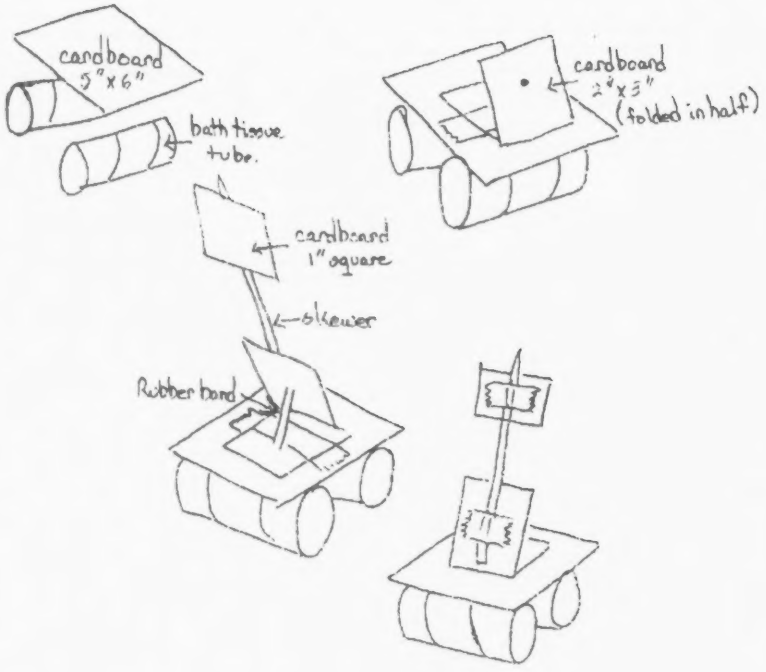
Catapult

Materials:

- 2 Cardboard bath tissue paper tubes
- 3 pieces of cardboard, one of each size: 5" X 6", 2" X 3", and 1" X 1"
- Skewer or long toothpick
- Rubber band
- Tape

Directions:

Use the illustration as your model. The cardboard tubes will be the wheels. Tape them to each side of the 5" X 6" rectangle of cardboard. Fold the 2" X 3" piece of cardboard in half. Pierce small holes in the center of each folded side. Cut the rubber band, knot one end, then pull the band through the holes in the folded cardboard. Attach one side of the folded cardboard to the body of the catapult with tape. Knot the other end of the rubber band tightly, so that only about an inch of taut board remains. Next, tape the stick to the upper side of the cardboard. Then tape the 1" X 1" piece of cardboard to the free end of the stick. Try flinging dried beans or lentils. Let the children practice trying to hit a target and experiment with aiming at it from varying distances. Encourage them to measure the range of the catapult with a ruler, yardstick, or tape measure. Have a contest to see who can shoot the furthest.



Popcorn Dragon

Materials:

- Popcorn (popped and cooled)
- Food coloring (optional)
- Pattern of dragon
- Glue

Directions:

Give each child a copy of the dragon illustration in this chapter and them glue popcorn to the pattern or drawing.

Popcorn may be dyed with different colors of food coloring.

Games

Bocci

In medieval times before televisions and computers, families played games for fun and recreation. This is a game children and adults may play together.

MATERIALS:

- One pair of tennis balls for each player, each pair is a different color
- One golf ball

DIRECTIONS:

The object of the game is to roll a ball closest to the Bocci or the target ball. Use the golf ball for the Bocci. The youngest player tosses the Bocci onto the lawn. Each player in turn gets two chances to roll his or her tennis balls as close to the Bocci as possible.

Videos

Beware the Jabberwock. (27 minutes)
Dragon Stew. (13 minutes)

CD-ROM

The Middle Ages.

Web Sites

Mythology and Folklore at Yahooligans
www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore/

Mythology Tour at Ask Jeeves for Kids
www.ajkids.com/tours/mythologyTour.asp/

THE REALM BEYOND: MAGICAL TALES

Books to Share

The Magic Fan by Keith Baker.
Strega Nona's Magic Lesson by Tomie de Paola.
Walter's Magic Wand by Eric Houghton.
Sylvester and the Magic Pebble by William Steig.

Books to Display or Booktalk

Houdini Box by Brian Selznick.
Jennifer Murdley's Toad by Bruce Coville.
The Magic Boys / Los Ninos Magicos by Harriet Rohmer.
Magic for Kids by Fay Presto.
The Wizard's Map by Jane Yolen.

Displays

Create a display of books on magic tricks and stories about magic and display an object related to each story. Or, create a display of magic books and accompany it with magician's props such as a wand, a hat and cape, a rabbit, coins, rope, scarves, etc.

Fingerplay

WAIT, WAIT, WAIT A BIT

(From *Finger Frolics* compiled Liz Cromwell, Dixie Hibner, and John R. Faitel, page 99. Reprinted with the permission of Partner Press.)

(Sing to the tune of "Row, Row, Row Your Boat.")

Wait, wait, wait a bit
Till Wizard's in his hole;
Quietly, quietly, quietly, quietly,
Read the book you stole.

Wave, wave, wave your arms
And whisper magic words;
Noisily, noisily, noisily, noisily
Stones turn into birds!

"Caw, caw, caw," they screech.
"Give us food to eat!"
Magic words, magic words, magic words, magic words,
Birds change into sheep!

"Baa, baa, baa," they shout, and
'fore you can resist,
Quickly, quickly, quickly, quickly,
Wizard grabs your wrist.

Pa-pop, pa-pop, pa-pop, the sheep
Each are turned to stone;
Sadly, sadly, sadly, sadly,
Now you walk alone.

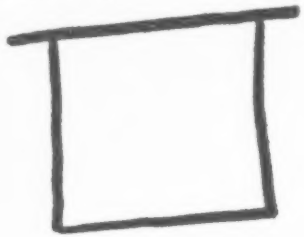
Tell and Draw Story

The Magician's Hat

(In *Chalk in Hand the Draw and Tell Book* by Phyllis Noe
Pflomm Reprinted with permission of Scarecrow Press.)

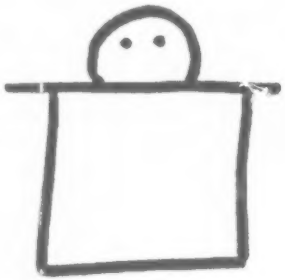
The magician has an empty hat

Turned upside down with a brim like that

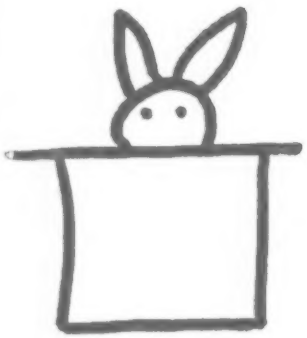


Then suddenly a head appears

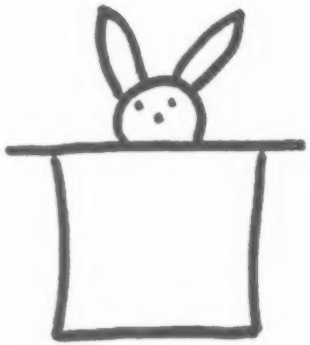
With two bright eyes…



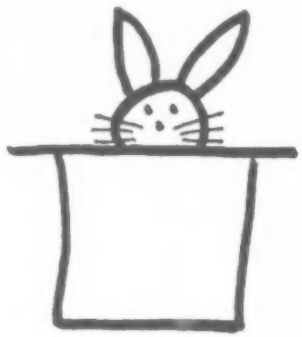
…and two long ears.



And a small round nose…



And whiskers too and magic stories just for you!



Musical Recording

"Boxes of Magic" on *Simply Singable* by Peanutbutterjam.

Magic Tricks

The Magic Postcard Trick

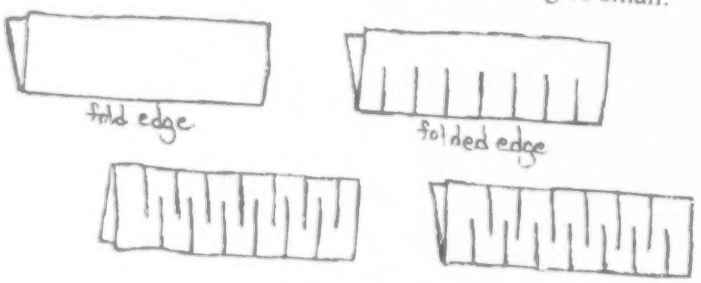
Materials:

- Index cards, post cards, or poster board
- Scissors

Directions:

Use the illustration as your guide. Take a post card or index card, either 4" x 6" or 5" x 7", or cut poster board to one of those sizes. Fold the card in half lengthwise. Make ten cuts starting from the folded edge half way across the width of the card as shown in the illustration in this chapter. Turn the card over and from the opposite side make ten more cuts half way across the width but between the cuts you have already made. Cut through the fold, except for the fold on each end. Be careful not to cut all the way across.

Open the paper carefully and step through the opening or place it over your head and wear it like a necklace. The children will be impressed that you can make something large enough to step through from something so small.



Magic Paper Trick

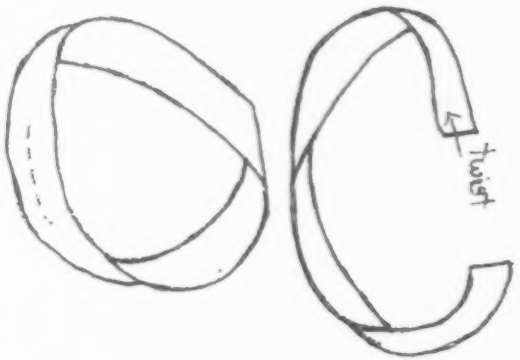
Materials:

- Newspaper
- Scissors
- Clear tape
- Newspaper

Directions:

Use the illustration as your guide. Cut several strips of newspaper 20 inches long and 3 inches wide. Hold one end of a strip in each hand and bring the two ends together to form a loop, as shown in the illustration in this chapter. Give one end a half turn (the turn is very important), then tape the ends together. Make another "magic" loop identical to this one.

Place the paper loop on your head and announce that you can magically make it fit over your head without adding paper, tape, or glue. Cut the loop lengthwise down the center of the strip. The loop doubles its size. Now slip it over your head.



Take the second loop of newspaper that you taped earlier with a half turn and make your cut closer to the edge than last time. Keep cutting around and around until you end up exactly where you started. You have one loop linked to another and the other is twice as big around as the original loop. Must be magic!

Craft

Rock Sculptures

Pair this craft with *Sylvester and the Magic Pebble.*

MATERIALS:

- Rocks of various sizes
- Glue
- Paint
- Construction Paper

DIRECTIONS:

Give the children stones and rocks to glue to a piece of construction paper in a shape of their own design. Let them paint it to make a special magic rock sculpture. Or, let them paint a "magic pebble" like Sylvester's.

Guest Presenter

Invite a magician to perform magic tricks and to teach a simple trick to the children.

Videos

Sylvester and the Magic Pebble. (11 minutes)

Harry Potter Party - A Visit to Hogwart's

Books to Display or Booktalk

The Harry Potter series by J. K. Rowling.

Decorations:

Decorate the room with blue, black, silver, and gold streamers. Suspend golden snitches from ceiling. (Instructions for making golden snitches are below.) Set up four craft stations named after the four Hogwart houses, Slytherin, Gryffindor, Hufflepuff, and Ravenclaw.

Activities

Begin the program by reading a favorite chapter of *The Sorcerer's Stone,* possibly 5, 10, 11, or 12. When you finish reading the chapter, bring out the sorting hat.

Sorting Hat

Use a pointed wizard's hat, turned upside down, and place slips of paper with the names of one of the four Hogwart houses on each slip. Let each participant draw a slip from the hat and then go to that station or house as listed below. Participants may switch to a different house if they wish to remain with family or friends.

Station 1 - Slytherin House: Face Painting

Volunteers paint stars and/or lightning bolts on the children's faces.

Station 2 - Gryffindor House: Make Snitches
Snitches

MATERIALS:
- Styrofoam balls
- Gold or silver paint
- Feathers
- Cardboard

DIRECTIONS:
In advance, paint the styrofoam balls with gold paint. Give the children wings cut from cardboard or feathers painted gold or silver and let them tape or glue the feathers onto each side of the gold ball to make a snitch.

Station 3 - Ravenclaw House: Make a Magic Wand
Magic Wand

MATERIALS:
- Construction paper or newspaper
- Aluminum foil
- Glue or tape
- Sequins, glitter
- One to two inch pieces of ribbon

DIRECTIONS:
Tightly roll the construction paper or newspaper to create a tube, then glue or tape it together. Decorate the "wand" with aluminum foil, sequins and/or glitter. Glue or tape ribbons to end of "wand" to simulate sparks.

Station 4 - Hufflepuff House: Make a Wizard's Hat
Wizard's Hat

MATERIALS:
- Construction paper
- Aluminum foil or star stickers
- Glue or staples
- Crepe paper streamers

DIRECTIONS:
Trace patterns for the cone hat in this chapter onto large sheet of construction paper. Curl the construction paper into cone and glue sides or staple together. Decorate with stars and streamers of crepe paper.

Activities

Bertie Botts' Every Flavor Bean Contest
Fill a jar with jelly beans that have been counted. Let the children guess how many jelly beans are in the jar and write their guess on a slip of paper along with their name and phone number. Place the slips of paper in a decorated box or jar. The child who guesses the number closest to the actual number wins the jar of jelly beans.

Mirror of Erised
Decorate a mirror. Let the children write backwards messages of their heart's desires and then reflect the messages into the mirror to decipher the writing.

Quidditch
Hold a relay race in which participants begin at a starting line and run to the finish line while balancing ping pong

balls on a spoon. The child who finishes first without dropping the ball is the winner.

Or, let the children toss bean bags or tennis balls into a decorated basket or box, or a stand-up figure with a hole in it. Allow each participant three tries. Children who throw all three into the basket or box are winners.

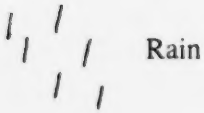
Give movie passes, ice cream or hamburger coupons, stickers, and ribbons as prizes hamburgers. Ask local organizations or companies for donations.

More Activities

For additional ideas, read "Deconstructing Harry: A Practical Approach to Getting the Most Out of a Certain Young Wizard" by Pamela Green on pages 39-42 of the July, 2000 issue of *School Library Journal*.

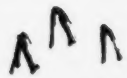
Bird Tracks

Camp



Rain

KangarooTracks

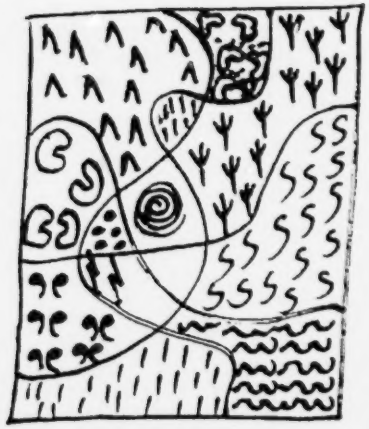


Mountains

Person Seated

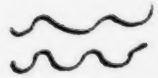
Snake

Footsteps



Example of Bark Painting

Use an 8 1/2" x 11" piece of brown construction paper. Use oil pastels to create symbols and lines.

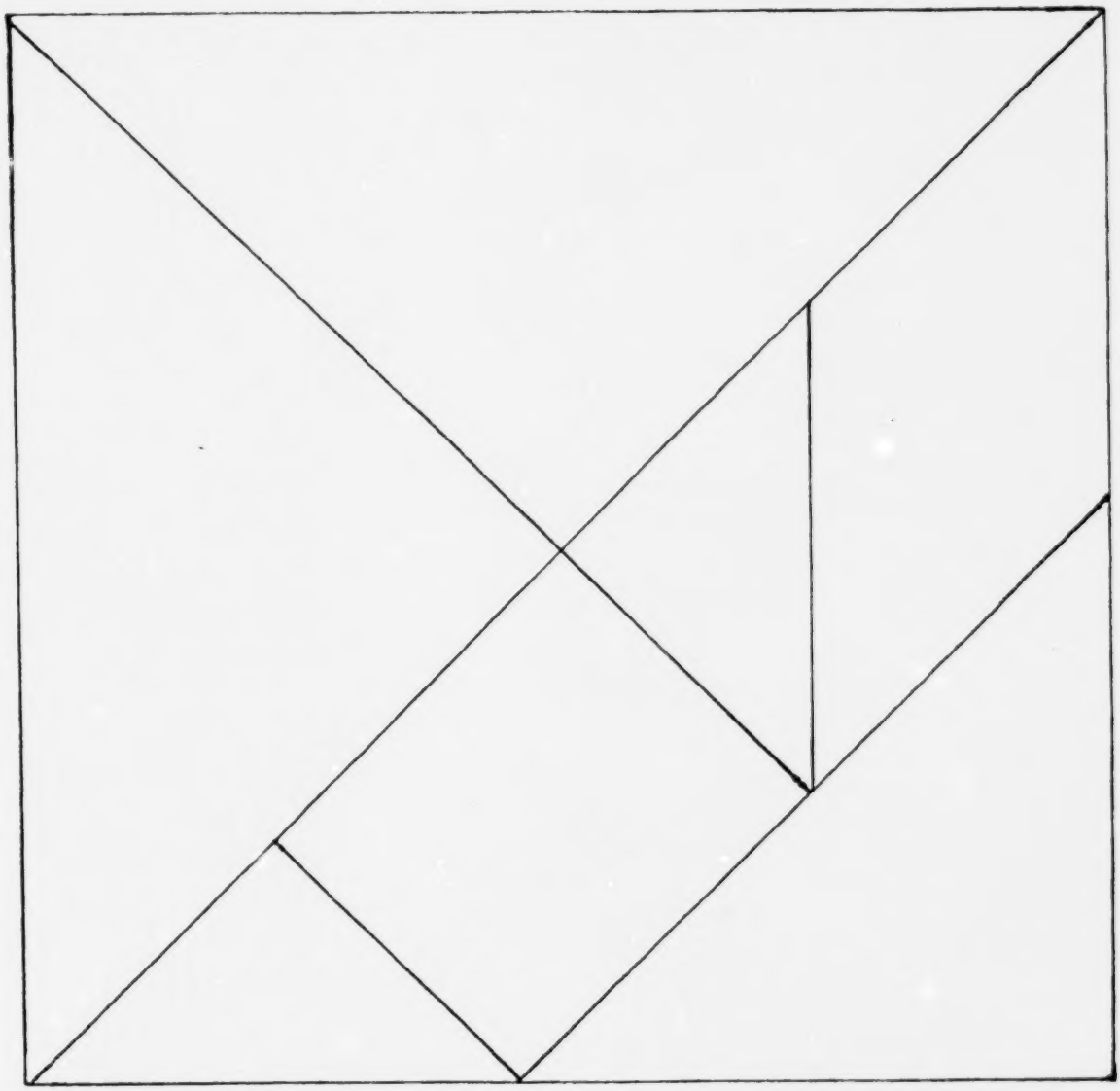
Water 

Lightning

Bird Tracks

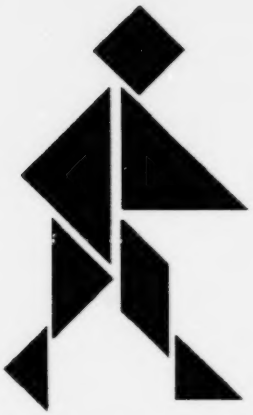
195

Tanagram Stories Craft



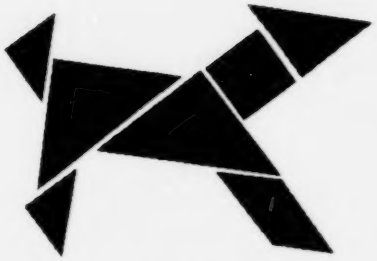
Tanagram Stories Craft

House



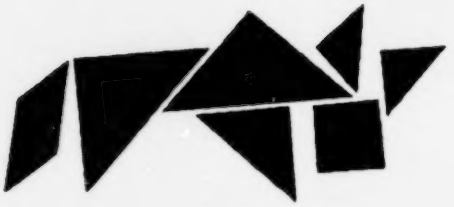
Jack/Farmer

Rat



Dog

Cat



Cow

Man

Maiden

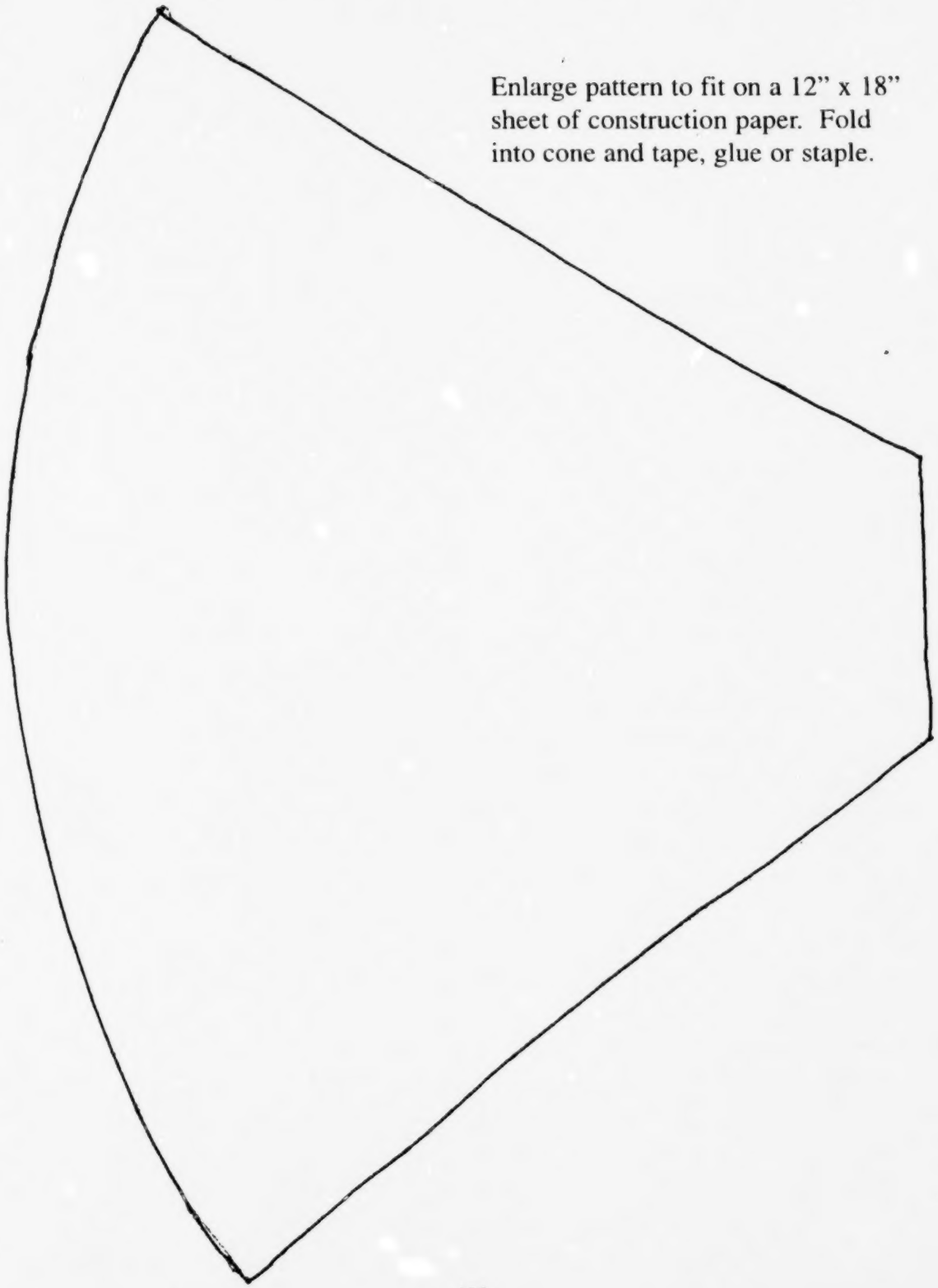
Priest

Rooster

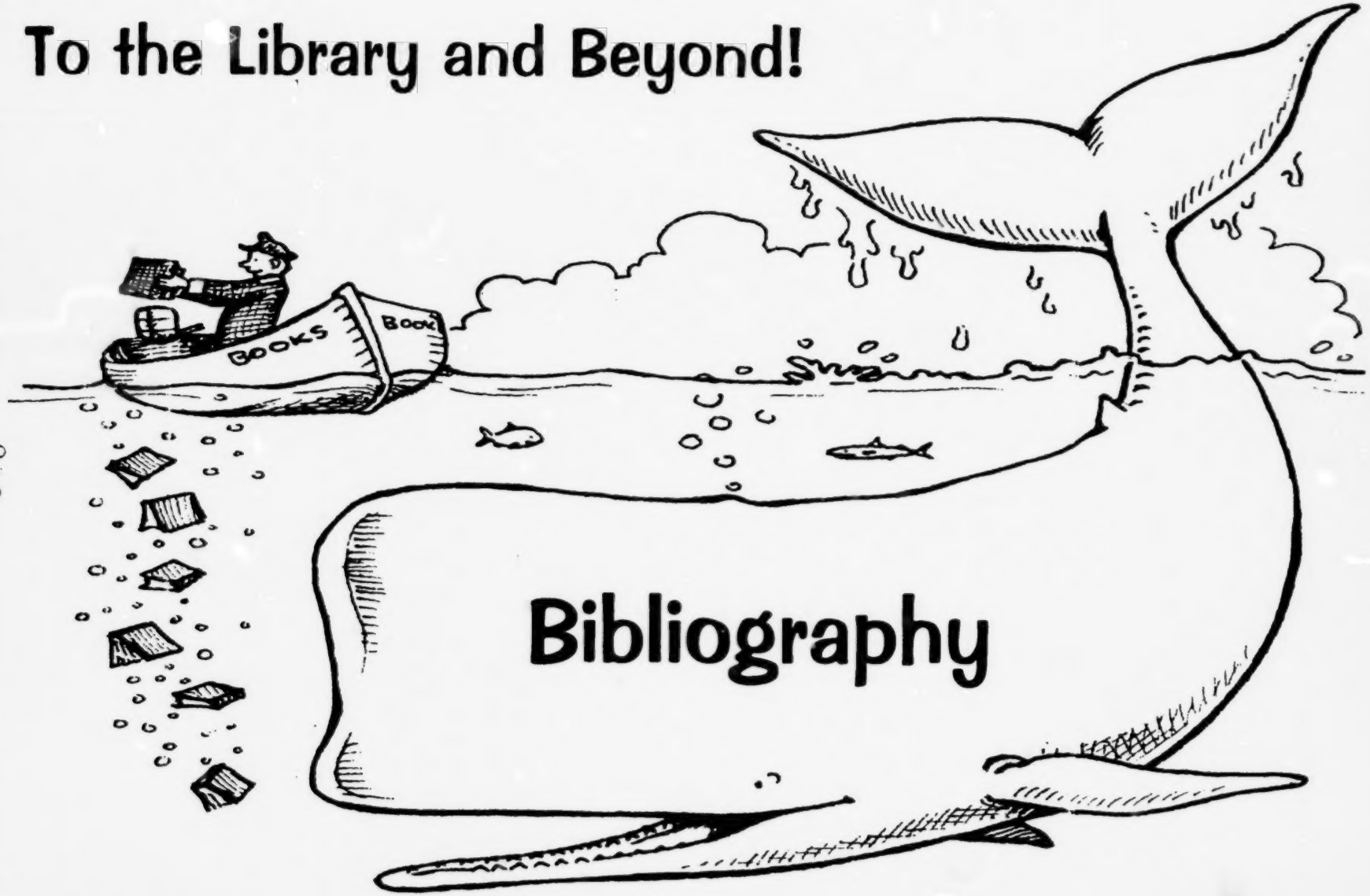
Popcorn Dragon Craft

Wizard's Hat Craft

Enlarge pattern to fit on a 12" x 18" sheet of construction paper. Fold into cone and tape, glue or staple.



To the Library and Beyond!



To the Library and Beyond!

Bibliography

Key to Abbreviations for Age Recommendations:

T=Toddler
P=Preschool
I=Elementary
Y=Young Adult
L=for the Librarian
+ = "and up" All ages above the one listed will find the book of interest

Books

Aardema, Verna.
Borreguita y el coyote. Knopf, 1991. (T-P)
Coyote wants to eat Borreguita, the little lamb, and she tricks him time and again until he gives up.

Aardema, Verna.
Who's in Rabbit's House. Dial, 1977. (P+)
A mysterious creature tries to trick Rabbit out of her house.

Ada, Alma Flor.
Gathering the Sun. Lothrop, Lee, 1997. (T+)
An ABC book of poems about nature and migrant farmworkers.

Adam, Douglas.
Hitchhiker's Guide to the Galaxy. Harmony Books, 1980 (Y)
So your planet has just exploded? Don't panic, says the *Guide*. Join a young man on his unexpected journey throughout the universe.

Adler, Susan S.
Meet Samantha: An American Girl. Scholastic, 1986. (I)
Samantha becomes friends with a servant girl named Nellie and they plan a midnight adventure to find out why Jessie the seamstress is leaving.

Alarcón, Francisco X.
Laughing Tomatoes and Other Spring Poems. Children's Book Press, 1997. (T+)
A collection of poems, English and Spanish, honoring the wonders of life and nature.

Alarcón, Francisco X.
The Bellybutton of the Moon and Other Summer Poems.
Children's Book Press, 1997. (T+)
A collection of poems, English and Spanish, honoring the Hispanic heritage.

Altman, Linda Jacobs.
Amelia's Road. Lee & Low, 1993. (I)
Amelia, a young migrant child dreams of a permanent, a stable home to which she can always return. She finds a tree that makes her feel special and makes it her special place.

Ancona, George.
The Piñata Maker / El piñatero. Harcourt, Brace, 1994. (I+)
A wonderful book that includes instructions for making old fashioned piñatas from clay pots.

Andrews, Jan.
Very Last First Time. Simon and Schuster, 1998. (P-I)
In search of mussels while the tide is out, an Inuit girl walks alone beneath the ice of the frozen ocean.

Anno, Mitsumasa.
Anno's Medieval World. Philomel, 1980. (P+)
Travel through the world during medieval times and glimpse activities and events during the Middle Ages.

Armstrong, Jennifer.
Shipwreck at the Bottom of the World: the True Story of the Endurance Expedition. Crown, 1999. (Y)
An exciting account of a dangerous journey.

Asch, Frank.
The Earth and I. Harcourt, Brace, 1994. (P)
A child explains how he and the Earth dance and sing together and take turns listening to each other.

Asch, Frank.
Just Like Daddy. Aladdin, 1984. (T-P)
A very young bear describes all the activities he does during the day that are just like his daddy's.

Asch, Frank.
Sand Cake. Gareth Stevens, 1993. (T-P)
Papa Bear uses his culinary skills and a little imagination to concoct a sand cake.

Atkin, S. Beth.
Voices from the Fields: Children of Migrant Farmworkers Tell their Stories. Little, Brown, 1993. (I+)
An excellent collection of poems and essays written by children and teenagers of migrant farmworkers.

Axtell, David.
We're Going on a Lion Hunt. H. Holt, 2000. (P-I)
In this rendition of a well-known children's chant, two sisters are looking not for a bear, but for a lion that lives on the African savanna.

Baker, Keith.
The Magic Fan. Harcourt, Brace, 1989. (P+)
Guided by a magic fan, Yoshi builds a boat to catch the moon and saves the villagers from a tidal wave.

Baltuck, Naomi.
Crazy Gibberish and other Story Hour Stretches. Linnet, 1993. (L)
Wonderful source for particpation stories, games, riddles and jokes and other ideas for storytime stretches

Bang, Molly.
When Sophie Gets Angry - Really, Really Angry... Blue Sky Press, 1999. (T-P)
A young girl is upset and doesn't know how to manage her anger but takes the time to cool off and regain her composure.

Banks, Lynne Reid.
The Indian in the Cupboard. Doubleday, 1980. (I-Y)
A little boy receives a plastic Indian, a key, and a cupboard for his birthday and finds real life adventure when the Indian comes to life.

202

Barbot, Daniel.
Rosaura en bicicleta. Ediciones Ekaré (Venezuela), 1990. (T-I)
Señora Amelia is very fond of animals. She has a dog, a cat, a talking parrot, twin canaries and a handsome hen named Rosaura. For her birthday, Rosaura wants a bicycle. Where is Señora Amelia to find a bicycle for a hen?

Barlow, Genevieve.
Stories from Latin America. Passport, 1995. (I+)
A collection of legends and folktales from Latin America presented in both Spanish and English that includes notes on each story.

Barrett, Judi.
Cloudy with a Chance of Meatballs. Atheneum, 1978. (I)
Life is delicious in the town of Chewandswallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers – until the weather takes a turn for the worse.

Barton, Byron.
Airplanes. Crowell, 1986. (T-P)
Brief text and illustrations present a variety of airplanes and what they do.

Bauer, Caroline Feller.
Read For the Fun of It Active Programming with Books for Children. H. W. Wilson, 1992. (L)
Suggestions for books, activities, and other ideas to enhance programs, booktalks, and school visits and make reading a pleasurable experience.

Bauer, Caroline Feller.
This Way to Books. H. W. Wilson, 1983. (L)
Suggestions and ideas for storytelling and programming. Includes games, crafts, exhibits and poetry presentations.

Bauer, Joan.
Rules of the Road. Putman, 1998. (Y)
Sixteen-year-old Jenna, a true shoe salesman at heart, gets a job driving the elderly owner of a chain of old-fashioned shoe stores from Chicago to Texas.

Behn, Harry.
Trees: A Poem. H. Holt, 1949,1977. (P-I)
A poem celebrating the importance of trees.

Beifuss, John.
Armadillo Ray. Chronicle Books, 1995. (T-P)
Curious about the true nature of the moon, Armadillo Ray asks different animals for their opinion.

Bernardo, Anilú.
Fitting In. Arte Público, 1996. (Y+)
Collection of stories about young Cuban immigrants adjusting to life in the United States. Deals with the issues of trying to fit in and how to cross the bridge between the two cultures.

Bertrand, Diane González.
Sweet Fifteen. Arte Público, 1999. (Y+)
A young Mexican American girl is preparing for her coming of age party as she battles between the old Mexican traditions and the American ways.

Betancourt, Jeanne.
Not Just Party Girls. Bantam, 1990. (Y+)
A coming of age story in which a well to do young girl volunteers work at a migrant camp and realizes that there are many similarities between her and the workers.

Bial, Raymond.
Frontier Home. Houghton Mifflin, 1993. (I)
Describes the challenges that American settlers faced when they left the farms and towns in the East in their Conestoga wagons and headed west.

Blood, Charles L.
American Indian Games and Crafts. Franklin Watts, 1981. (P+)
Provides instructions for easy craft projects and games from the Native American culture.

Borden, Louise.
Goodbye, Charles Lindbergh. Margaret K. McElderry, 1998. (I)
A farm boy meets his hero, Colonel Charles Lindbergh, when he lands his biplane in a field near Canton, Mississippi, in 1929. Based on a true story.

Brenner, Barbara.
The Earth is Painted Green: A Garden of Poems about Our Planet. Scholastic, 1994. (I)
An illustrated collection of poems from around the world about various aspects of green life on earth.

Brett, Jan.
The Mitten. Putnam, 1989. (P+)
Peter loses his new mitten and the forest animals decide it will make a nice home; that is, until the last animal tries to crawl in.

Bridwell, Norman.
Clifford at the Circus. Econo-Clad, 1999. (T-P)
The circus needs help and Emily volunteers Clifford. In the end, everybody says that it was the most exciting circus they have ever seen.

Briggs, Diane.
52 Programs for Preschoolers. ALA, 1997. (L)
Fifty-two program outlines with several that work well with older ages. Offers fingerplays, activities, and book suggestions.

Brooks, Terry.
Magic Kingdom For Sale - SOLD! Ballantine, 1986. (Y)
Still recovering from the death of his wife and child, Ben Holiday takes a chance and
buys a supposed magic kingdom.

Brown. Marc.
Arthur's TV Trouble. Little, Brown, 1995. (T-I)
Arthur decides to earn money to buy doggie treats advertised on TV.

Brown, Margaret Wise.
Nibble Nibble: Poems for Children. HarperCollins, 1998. (L)
Twenty-five poems about insects, fish, animals, birds, and the seasons.

Brusca, Maria Cristina, and Tona Wilson.
When Jaguars Ate the Moon and Other Stories About Animals and Plants of the Americas. (Collection of Stories from A to Z). Henry Holt, 1995. (I+)
A collection of folktales, legends, and myths from the American continent. An ABC book, it presents many fruits, vegetables, and animals that are native to the American continent.

Bryant-Mole, Karen.
Alimentos. Heinemann, 1999. (P)
A nonfiction book of foods with good pictures.

Buehner, Caralyn.
The Escape of Marvin the Ape. Dial, 1992. (P)
La escapada de marvin el mono. Dial, 1997. (P)
Marvin the ape slips out of the zoo and finds he likes it on the

outside, where he easily blends into city lifestyles.

Buller, Jon.
20,000 Baseball Cards Under the Sea. Random House, 1991. (I)
Roger's friend Kenneth uses an unusual sea vehicle of his own design to take them to an underwater cave, where a cache of old loot gathered by the mermaids turns out to contain a lot of very valuable old baseball cards.

Bunting, Eve.
Sunflower House. Harcourt, Brace, 1996. (T-P)
A young boy creates a summer playhouse by planting sunflowers and saves the seeds to make another house the next year.

Burleigh, Robert.
Flight: The Journey of Charles Lindbergh. Philomel, 1991. (I)
Describes how Charles Lindbergh achieved the remarkable feat of flying nonstop and solo from New York to Paris in 1927.

Burningham, John.
John Burningham's Colors. Crown, 1985. (T-P)
Pictures of purple grapes, white snow, green frogs, and other objects introduce eleven common colors.

Burningham, John.
Mr. Gumpy's Motor Car. HarperCollins, 1976. (T-P)
Mr. Gumpy's human and animal friends squash into his old car and go for a drive—until it starts to rain.

Burningham, John.
Mr. Gumpy's Outing. H. Holt, 1970. (T-P)
Mr. Gumpy accepts more and more riders on his boat until the inevitable occurs.

Bursik, Rose.
Amelia's Fantastic Flight. H. Holt, 1992. (P-I)
A young girl builds her own airplane and flies around the world, "freezing in Finland," "charmed by China," and getting "a kick out of Kenya" before returning home for dinner.

Cabban, Vanessa.
Bertie and Small and the Fast Bike Ride. Candlewick, 1999. (T-P)
A young boy and his stuffed rabbit take an adventurous journey and return with a "treasure" for the boy's mother.

Cabrera, Jane.
Cat's Colors. Dial, 1997. (T-P)
A cat describes ten different colors and tells which one is its favorite.

Carle, Eric.
The Very Busy Spider. Philomel, 1984. (T-P)
The farm animals try to divert a busy little spider from spinning her web, but she persists and produces a thing of both beauty and usefulness. (The pictures may be felt as well as seen.)

Carlson, Ann D. and Mary Carlson.
Flannelboard Stories for Infants and Toddlers. ALA, 1999. (L)
A collection of thirty-three original stories, traditional chants and songs, and nursery rhyme adaptations, with full-size flannelboard patterns.

Carlson, Laurie M.
Classical Kids: An Activity Guide to Life in Ancient Greece and Rome. Chicago Review, 1998 (I+)
Demonstrates life in ancient Greece and Rome, and the contributions of those cultures to modern civilization, through hands-on activities.

Carlson, Lori M., ed.
Cool Salsa: Bilingual Poems on Growing Up Latino in the United States. Fawcett Juniper, 1994. (I+)
A collection of poems presented in both Spanish and English that are written by leading Hispanic poets in the United States.

Carlson, Lori M., ed.
You're On! Seven Plays in English and Spanish. Morrow, 1999. (Y+)
Seven plays by noted Hispanic authors. Selections are short and vary in complexity and style.

Carrick, Carol.
Patrick's Dinosaurs in the Internet. Clarion, 1999. (P+)
After looking up information about dinosaurs on his computer, Patrick is awakened by a dinosaur who arrives in a space ship to take Patrick to his planet for show and tell.

Carroll, Kathleen Sullivan.
One Red Rooster. Houghton Mifflin, 1992. (T-P)
Introduces the numbers one through ten in rhymed text with illustrations of a variety of rather noisy farm animals.

Casad, Mary Brooke.
Bluebonnet at Dinosaur Valley State Park. Pelican, 1990. (P-I)
Bluebonnet the armadillo visits Dinosaur Valley State Park and has adventures with a Glyptodont, an armadillo ancestor.

Castañeda, Omar S.
El tapiz de abuela / Abuela's Weave. Lee & Low, 1993. (P-I)
A young girl is taught to weave by her grandmother. She makes a beautiful blanket that they take to the market to sell. Beautiful illustrations.

Chambers, Catherine.
All About Maps. Franklin Watts, 1998. (I)
Learn about maps. Part of the *Hello Out There!* series.

Channell, Jim.
¿Quién vive en el árbol? Gaviota (Spain), 1997. (T-P)
Nice illustrations showing different animals and their habitats. Other titles in collection present different habitats: backyard, lake, sea, etc.

Charles, Donald.
Calico Cat's Rainbow. Childrens Press, 1975. (T-P)
Calico Cat demonstrates the colors of the rainbow during his adventures with a mouse, a bird, and a snake.

Cherry, Lynne.
The Armadillo from Amarillo. Gulliver Green, 1994. (I)
A wandering armadillo sees some of the cities, historic sites, geographic features, and wildlife of Texas. A neat way to learn about Texas.

Cherry, Lynne.
The Great Kapok Tree: A Tale of the Amazon Rain Forest. Harcourt, Brace, 1990. (P)
The many different animals that live in a great kapok tree in the Brazilian rainforest try to convince a man with an ax of the importance of not cutting down their home.

Chin, Charlie.
China's Bravest Girl: The Legend of Hua Mu Lan. Children's Book Press, 1993. (I)
The legend of Hua Mu Lan who goes to war disguised as a man to save the family honor and becomes a great general. Very nicely done. Play Chinese music while reading.

209

Chocolate, Deborah M. Newton.
Kente Colors. Walker, 1996. (T-P)
A rhyming description of the kente cloth costumes of the Ashanti and Ewe people of Ghana and a portrayal of the symbolic colors and patterns.

Chorao, Kay.
Carousel Round and Round. Clarion, 1995. (P)
In this rhyming story, the carousel animals don't want to stop when night comes.

Christian, Peggy.
The Bookstore Mouse. Harcourt, Brace, 1995. (P+)
A mouse living in a bookstore learns the true power of words when he falls into a medieval tale and helps defeat the Dragon Censor.

Christian, Spencer.
Shake Rattle and Roll: The World's Most Amazing Earthquakes, Volcanoes, and Other Forces. John Wiley & Sons, 1977. (L)
Examines the powerful forces found in the Earth, with an emphasis on earthquakes and volcanoes.

Clements, Andrew.
Big Al. Picture Book Studio, 1989. (P)
A big, ugly fish has trouble making the friends he longs for because of his appearance – until the day his scary appearance saves them all from a fisherman's net.

Clifford, Eth.
Help! I'm a Prisoner in the Library. Houghton Mifflin, 1979. (I)
Two girls spend an adventurous night trapped inside the public library during a terrible blizzard. (This would be a good book to read to kids if you have a library sleepover. Follow up with a treasure hunt in the library.)

Cisneros, Sandra.
The House on Mango Street. Vintage, 1984. (Y+)
A series of vignettes about a young girl growing up in the Latino section of Chicago. A coming of age classic.

Coerr, Eleanor.
Sadako. Penguin, 1997. (P)
Illustrated by Ed Young, this picture book tells the story of a young girl dying of leukemia caused by the bombing of Hiroshima.

Cofer, Judith Ortiz.
An Island Like You: Stories of the Barrio. Puffin, 1995. (Y+)
A coming of age collection of stories about young men and women growing up in a Puerto Rican barrio.

Cole, Joanna and Stephanie Calmenson.
Fun on the Run: Travel Games and Songs. Morrow, 1999. (L)
A collection of games and songs to enjoy while traveling, including word games, memory games, license plate games, and more.

Cole, Joanna.
The Magic School Bus on the Ocean Floor. Scholastic, 1992. (I)
On another special field trip aboard the magic school bus, Ms. Frizzle's class journeys under the sea to learn about the ocean and the different creatures that live there.

Cooney, Caroline.
Flight #116 Is Down. Scholastic, 1992. (Y)
Teenager Heidi Landseth helps rescue people from a plane crash on her family's property and is changed forever.

207

Coville, Bruce.
Jennifer Murdley's Toad. Harcourt, Brace, 1992. (I-Y)
When a young girl purchases a talking toad in a magic shop, it leads her into some wild adventures.

Cowan, Catherine.
My Life With the Wave. Lothrop, 1997. (P-I)
A child befriends a wave at the seashore and brings her home.

Crews, Donald.
Ten Black Dots. Greenwillow, 1986. (T-P)
A counting book that shows what can be done with ten black dots—one can make a sun, two a fox's eyes, or eight the wheels of a train.

Cromwell, Liz.
Finger Frolics Fingerplays for Young Children. Partner Press, 1983. (L)
Provides poems, rhymes, and activities to use with children.

Cummings, e.e.
Another e.e. cummings. Liveright, 1998. (Y)
A collection of poems by e.e. cummings.

Cushman, Karen.
Catherine, Called Birdy. Houghton Mifflin, 1994. (Y)
In medieval England, a spunky girl attempts to thwart her father's plans to marry her off.

Cuyler, Margery.
That's Good! That's Bad! Owlet, 1993. (P-I)
This call-and-response book invites listeners to call out the repeated refrains with a little boy who has a series of adventures and misadventures with a bunch of wild animals.

Dahl, Roald.
James and the Giant Peach. Knopf, 1996. (P+)
A young boy goes to live with his aunts and meets an old peddler who gives him some magic beans, but James falls and the beans are lost in the ground. The next morning James finds a magical giant peach.

Dalokay, Vedat.
Sister Shako and Kolo the Goat: Memories of My Childhood in Turkey. Lothrop, Lee, Shepard, 1994. (I-Y)
A biographical account of childhood memories and growing up in Turkey.

de Angeli, Marguerite.
The Door in the Wall. Scholastic, 1949. (I-Y)
Robin, the crippled son of a great lord, proves his courage and wins his king's recognition in thirteenth century England.

De Angelis, Gina.
Cyber Crimes. Chelsea House, 2000. (Y)
Discusses the high tech crimes committed by hackers, crackers, and phone phreaks using computers.

de Paola, Tomie.
La flor de nochebuena / The Legend of the Poinsettia. Putnam, 1994. (T+)
A retelling of the Mexican folktale of the Christmas flower.

de Paola, Tomie.
Strega Nona's Magic Lesson. Harcourt, Brace, 1982. (P+)
Big Anthony disguises himself as a girl in order to take magic lessons from Strega Nona.

DeSpain, Pleasant.
The Emerald Lizard: Fifteen Latin American Tales to Tell.

August House, 1999. (I+)
A collection of folktales from Latin America presented in Spanish and English. Includes notes on each story.

Dearden, Diana & Verónica Uribe, ed.
¿Qué sera, qué no sera? Ediciones Ekaré (Venezuela), 1992. (T+)
A collection of rhymes, riddles, tongue twisters, and stories in Spanish.

Delacre, Lulu.
Arroz con leche: Popular Songs and Rhymes from Latin America. Scholastic, 1989. (T+)
A collection of songs from Latin America for children and adults to sing and play.

Delacre, Lulu.
De oro y esmeraldas: mitos, leyendas, y cuentos populares de Latinoamérica. Scholastic, 1996. (I+)
A collection of myths, legends and folktales from Latin America. Beautiful illustrations.

Delacre, Lulu.
Vejigante masquerader. Scholastic, 1993. (I+)
The story of a boy who will do everything so he can to be a "vejigante" masquerader for Carnival. Beautiful illustrations. This fun book also gives facts on carnival celebrations throughout Latin America and instructions on how to make a mask.

Demi.
The Firebird. Holt, 1994. (P+)
A Russian folktale about a young archer who fulfills several difficult requests of Tsar Ivan and wins the hand of Princess Vassilissa.

Denim, Sue.
The Dumb Bunnies Go To the Zoo. Blue Sky Press, 1997. (P)
When the Dumb Bunnies visit the zoo they let all the animals out of their cages because they mistake a butterfly for an escaped lion.

Diakite, Baba Wague.
The Hatseller and the Monkeys: A West African Folktale. Scholastic, 1999. (P-I)
An African version of the familiar story of a man who sets off to sell his hats, only to have them stolen by a treeful of mischievous monkeys.

Dorros, Arthur.
Por fin es carnaval. Puffin, 1995. (P-I)
A little boy awaits impatiently for carnival to begin. Rich with the culture of the Andean mountains, the illustrations are beautiful Peruvian "arpilleras" (wall hangings).

Duncan, Lois.
Don't Look Behind You. Dell, 1990. (Y)
17-year-old April finds her comfortable life changed forever when death threats to her father, a witness in a federal case, force her family to go into hiding under assumed names and to flee the pursuit of a hired killer.

Ebinger, Virgina Nylander.
Niñez, Spanish Songs, Games, and Stories of Childhood. Sunstone, 1995. (L)
A wonderful resource for librarians who present bilingual programs.

Ehrlich, Amy.
Parents in the Pigpen, Pigs in the Tub. Dial, 1993. (P)
Tired of their usual routine, the farm animals insist on moving

602 209

into the house, so the family decides to move into the barn. But eventually, everyone tires of this new arrangement.

Ernst, Lisa Campbell.
The Tangram Magician. Harry N. Abrams, 1990. (P+)
A magician wants to experience the world and so changes shapes to explore various places as the sea and the mountains, what it's like to be a dog and cat. Illustrated using the tangram puzzle.

Esbensen, Barbara Juster.
Jumping Day. Boyds Mills Press, 1999. (T-P)
A girl celebrates the joys of jumping from the moment she wakes up until it is time to jump back into bed.

Espeland, Pamela.
The Story of Arachne. Carolrhoda, 1980. (I)
Because she boasts that she weaves better than anyone, Arachne is turned into a spider.

Evans, Joy and Jo Ellen Moore.
Art Moves the Basics Along-Vehicle Units. Evan-Moor Publication, 1979. (L)
Each chapter deals with a different type of vehicle. The chapters include activities such as drawing, bulletin board ideas, etc.

Flather, Lisa.
Ten Silly Dogs: A Countdown Story. Orchard, 1999. (T-P)
A backwards counting story about ten silly dogs running in the park, racing through a lot, going for a swim, and engaging in other activities that gradually leave each one of them behind one at a time.

Fleming, Denise.
Barnyard Banter. H. Holt, 1994. (T-P)
All the farm animals are where they should be, clucking and mucking, mewing and cooing, except for the missing goose.

Fleming, Denise.
In the Tall, Tall Grass. H. Holt, 1991. (T-P)
Rhymed text (crunch, munch, caterpillars lunch) presents a toddler's view of creatures found in the grass from lunchtime till nightfall, such as bees, ants, and moles.

Fleming, Ian.
Chitty Chitty Bang Bang. Knopf, 1989. (P-I)
Two children persuade their inventor father to purchase and restore an old car, which turns out to have magical powers.

Flint Public Library.
Ring A Ring O'Roses: Finger Plays for Preschool Children. Tenth Edition. Flint Public Library, 1996. (L)
A handbook of collected finger plays for use in story time programs.

Flood, Bo.
I'll Go to School If... Fairview, 1997. (T-P)
Afraid of the first day of school, a boy says that he will attend only if he can go on a rocket or a lion, but his imaginative suggestions are balanced by Mom's practicality.

Flora, James.
The Fabulous Firework Family. MacMillan, 1994. (P+)
A family of firework makers are getting ready for the next big festivities in town. Describes the process of making the fireworks. Beautiful illustrations.

Ford, Miela.
Little Elephant. Greenwillow, 1994. (T-P)
Captioned photographs depict a young elephant's adventures

playing in the water.

Fowler, Richard.
Mr. Little's Noisy Car. Grosset & Dunlap, 1986. (T-P)
While investigating the noises in his car, Mr. Little finds animals everywhere.

Fox, Mem.
Zoo-Looking. Mondo, 1996. (P)
While Flora visits the zoo with her father, not only does she look at the animals but some of them turn to look at her.

Fredericks, Anthony D.
Tadpole Tales and Other Totally Terrific Treats for Reader's Theatre. Libraries Unlimited, 1997. (L)
Includes humorous scripts for reader's theater and a brief introduction on what readers' theater is and how to create your own scripts.

Fujita, Hiroko.
Stories to Play With. August House, 1999. (L)
A collection of stories told using puppets, paper toys, origami and lots of imagination.

Garza, Carmen Lomas.
Ventanas mágicas / Magic Windows. Childrens Book Press, 1999. (T+)
Beautiful papel picado (cut paper) artwork accompanied by vignettes about the artist's childhood years and Mexican-American traditions.

Ganeri, Anita.
Maps and Mapmaking. Franklin Watts, 1995. (I)
Discusses different types of maps and includes activities.

Geringer, Laura.
The Pomegranate Seeds. Houghton Mifflin, 1995. (I)
An adaptation of a classic Greek myth.

Gerrard, Roy.
Mik's Mammoth. Farrar, 1990. (P-E)
Left behind when the other cave dwellers move on, a small caveman rescues a mammoth and learns new skills that help him become the leader of his tribe.

Gershator, Phillis.
Zzzng! Zzzng! Zzzng!: A Yoruba Tale. Orchard, 1998. (P-I)
When Ear, Leg, and Arm refuse to marry mosquito, she shows them that she is not to be ignored.

Gibbons, Gail.
Check it Out! Harcourt, Brace, 1985. (P-I)
Discusses what is found in a library and how different libraries serve their communities.

Gilson, Jamie.
Wagon Train 911. Lothrop, 1996. (I)
As a school project, fifth graders recreate a westward trek to Oregon with all the perils that faced real pioneers.

Ginsburg, Mirra.
Four Brave Sailors. Greenwillow, 1987. (T-P)
Four mice are brave sailors who fear nothing except the cat.

Glenn, Mel.
Back to Class: Poems by Mel Glenn. Houghton Mifflin, 1988. (Y)
An illustrated collection of poems describing the feelings and

aspirations of high school students and teachers.

Golden, Christopher, and Nancy Holder.
Immortal (Buffy the Vampire Slayer.) Pocket, 2000. (Y)
Buffy faces Veronique, an ancient sorceress whose long-dormant soul will achieve immortality if she can find a human host to inhabit.

Golding, Kim.
Counting Kids. Dorling Kindersley, 2000. (T-P)
Rhyming text and photographs of children present the numbers from one to ten, with each photograph containing the quantity of the numeral being represented.

Goldman, Jane, Randolph Hock and Paula Berinstein.
The X-Files: Book of the Unexplained. Harper, 1997. (Y)
Discusses the science and mystery in cases found on the *X-Files* television show. See also Volume II.

Gomez, Aurelia.
Crafts of Many Cultures. Scholastic, 1992. (P+)
Gives instruction for crafts from around the world. Includes instructions for a version of the Aboriginal bark painting and Aboriginal dream map crafts. There are also several interesting craft ideas from Africa and Central America.

González, Lucía.
The Bossy Gallito. Scholastic, 1999. (T+)
A fun retelling of the Latin American folktale of the rooster on his way to a wedding.

González, Lucía.
Señor Cat's Romance and Other Favorite Stories from Latin America. Mariposa, 1999. (T+)
A collection of six folktales from Latin America, including "Medio Pollito."

Gordon, Patricia & Reed C. Snow.
Kids Learn America! Williamson, 1992. (I+)
Surveys the geography, history, and culture of the states and territories of the United States.

Grahame, Kenneth.
The Reluctant Dragon. Holt, Reinhart, 1983. (P+)
A boy finds a kind and harmless dragon in a cave but has a difficult time convincing the frightened villagers.

Gralla, Preston.
Online Kids: A Young Surfer's Guide to Cyberspace. John Wiley & Sons, 1996, 1999. (L)
Describes the sources of information and entertainment available online and how to get to them, and lists specific sites according to categories.

Grambling, Lois.
Can I Have a Stegosaurus, Mom? Can I? Please? Bridge Water, 1995. (P)
A child describes all the possible advantages of having a stegosaurus for a pet.

Griego, Margot.
Tortillitas para mamá and Other Nursery Rhymes: Spanish and English. H. Holt, 1987. (T+)
A collection of rhymes in English and Spanish that have been preserved by oral tradition. Accompanied by instructions for finger plays.

Grifalconi, Ann.
The Village of Round and Square Houses. Ann Grifalconi.

Little, Brown, 1986 (P+)
A young girl listens to her grandmother's story about how the round and square houses in their village came to be.

Gurney, James.
The "Dinotopia" series. HarperCollins. (I-Y)
Dinosaurs and humans peacefully coexist in the forgotten caverns of the legendary World Beneath.

Guthrie, Woody.
This Land is Your Land. Little, Brown, 1998. (P-I)
This well-known folk song is accompanied by a tribute from folksinger Pete Seeger, the musical notation, and a biographical scrapbook with photographs.

Gutierrez, Douglass, and Maria Fernanda Oliver.
La noche de las estrellas. Ediciones Ekaré (Venezuela), 1987. (T-I)
The story of how the stars and the moon came to be. This book was published in English as *The Night of the Stars* and by Kane/Miller Books.

Guttman, Peter.
Adventures to Imagine: Thrilling Escapes in North America. Fodor's, 1997. (Y)
This book offers a collection of 28 North American adventures from ballooning to race car driving to canyoneering. It also contains a list of organizations that provide such adventures.

Hahn, Mary Downing.
Look For Me By Moonlight. Avon, 1995. (Y)
Sixteen year old Cynda spends time with her estranged father, her stepmother, and half brother in the haunted Underhill Inn on the coast of Maine. Feeling alone and insecure, she basks in the attentions of the mysterious, possibly dangerous man who comes to stay at the Inn.

Hall, Nancy Abraham.
Los pollitos dicen, The Baby Chicks Sing. Little, Brown, 1999. (L)
This wonderful collection of children's songs provides a glimpse into the culture and traditions of Spanish-speaking countries.

Hart, Avery and Paul Mantel.
Ancient Greece!: 50 Hands-on Activities to Experience This Wondrous Age. Williamson, 1999. (I+)
Introduces the places, people, historical events, myths, culture, and philosophy of ancient Greece. Includes forty hands on activities. An excellent resource.

Hartman, Gail.
As the Roadrunner Runs. Bradbury, 1994 (P)
Simple map shows how different animals, including a lizard, jackrabbit, roadrunner, mules, and deer, travel through an area of the Southwest. A great way to introduce maps and mapmaking to younger and older kids.

Haskins, James.
Count Your Way Through China. Carolrhoda, 1987. (I)
Presents the numbers one through ten in Chinese, using each number to introduce concepts about China and Chinese culture.

Heide, Florence Parry.
The Day of Ahmed's Secret. Lothrop, Lee, 1990. (P+)
A young boy works hard in Cairo and thinks all day of the special secret he will tell his family when he gets home.

Heiligman, Deborah
The New York Public Library Kid's Guide to Research. Scho-

lastic, 1998. (I+)
Provides guidance on how to do research, including how to use libraries and their resources, the Internet, and other sources such as interviews and surveys.

Herrera, Juan Felipe.
Calling the Doves / El canto de las palomas. Children's Book Press, 1995. (I+)
A picture book that describes the life of the poet as a migrant farmworker.

Hest, Amy.
Off to School, Baby Duck. Candlewick, 1999. (T-P)
Baby Duck experiences the fear of the first day of school, but with a little help from Grampa, everything turns out okay in the end.

Hill, Eric.
Spot Goes to the Circus. Putnam, 1986. (T-P)
Spot goes behind the scenes at a circus to find his ball and learns a clever trick.

Hill, Eric.
Spot Goes to the Farm. Putnam, 1987. (T-P)
Spot searches for new babies among the farm animals, each of which greets him with its own distinctive noise.

Hill, Eric.
Spot Goes to the Park. Putnam, 1991. (T-P)
Spot the puppy, his mother, and his animal friends have a fun-filled day playing in the park.

Hill, Eric.
Where's Spot? Putnam, *1980.* (T-P)
A mother dog finds eight other animals hiding around the house before finding her lost puppy.

Hirschfeld, Robert.
The Kids' Science Book. Williamson, 1995. (L)
Kids explore mechanical action, the senses, water, plants, animals, and the earth through creative experiences, including crafts, games, experiments, and more.

Ho, Minfong.
Hush!: A Thai Lullaby. Orchard, 1996. (P-I)
A lullaby that asks animals such as a lizard, monkey, and water buffalo to be quiet and not disturb the baby.

Hock, Randolph, and Paula Berinstein.
The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher. Information Today, Inc., 1999. (Y)
Offers valuable tips for getting quick results from a variety of web search engines.

Hodges, Margaret.
Saint George and the Dragon. Little, Brown, 1984. (P+)
Saint George's heroic battle against a dragon to bring peace and joy back to the land.

Holden, Greg.
Creating Web Pages for Kids and Parents. IDG Books Worldwide, 1997. (P+)
Step by Step and suggestions and examples help kids and parents design their own web page.

Hopkins, Lee Bennet.
Good Books, Good Times. Harper and Row, 1990. (P-I)
An anthology of poems about the joys of books and reading.

Hopkins, Lee Bennett.
Lives: Poems About Famous Americans. HarperCollins, 1999. (I+)
A collection of poetic portraits of sixteen famous Americans from Paul Revere to Neil Armstrong.

Houghton, Eric.
Walter's Magic Wand. Orchard, 1989. (P+)
Feeling restless at the library, Walter combines his imagination with his magic wand to bring several exotic books to life and complicate the librarian's tidy existence.

Howard, Arthur.
Cosmo Zooms. Harcourt, Brace, 1999. (T-P)
Cosmo the dog discovers a special talent when he accidentally takes a nap on a skateboard.

Hubbell, Patricia.
Sidewalk Trip. HarperFestival, 1999. (T-P)
Rhyming story about a young girl and her mother as they take a neighborhood stroll.

Huff, Barbara A.
Once Inside the Library. Little, Brown, 1957, 1985. (I)
A verse evocation of the joys of books, libraries, and reading.

Hunter, Ryan Ann.
Take Off! Holiday House, 2000. (P-I)
Surveys the history, achievements, activities, and technology of aviation.

Hutton, Warwick.
Odysseus and the Cyclops. Margaret K. McElderry, 1995. (I)
A retelling of how Odysseus and his companions outwit the giant one-eyed Cyclops and escape from his cave.

Immroth, Barbara and Kathleen de la Peña McCook, editors.
Library Services to Youth of Hispanic Heritage. McFarland, 2000. (L)
Information about children's programs, collection development, and many other aspects of library services to Latino children.

Jenkins, Steve.
Top of the World: Climbing Mount Everest. Houghton, 1999. (I)
Describes the conditions and terrain of Mount Everest, attempts that have been made to scale this peak, and general information about the equipment and techniques of mountain climbing.

Jiménez, Francisco.
The Circuit. University of New Mexico Press, 1997. (Y+)
A powerful collection of essays about life as a migrant farmworker.

Jiménez, Francisco.
La mariposa. Houghton Mifflin, 1998. (I+)
A picture book about a migrant boy who is very shy when he enters school and is unable to speak English. As the caterpillar becomes a butterfly, the reader sees him transform.

Johnson, Neil.
Fire and Silk: Flying in a Hot Air Balloon. Little, Brown, 1991. (I)
Describes what it is like to ride in a hot air balloon.

Jonas, Ann.
Holes and Peeks. Greenwillow, 1984. (T-P)
A young child is afraid of holes unless they are fixed, plugged, or made smaller, but he thinks "peeks" are fun because he can see things through them.

Jones, Bill T.
Dance. Hyperion, 1998. (T-P)
Introduces basic concepts of dance through poetic text and photographs.

Jones, Patrick.
Connecting Young Adults and Libraries: A How-To-Do-It Manual. Neal-Schuman,1998. (L)
Describes who young adults are and many different services that libraries can offer young patrons.

Jones, Rebecca C.
Down at the Bottom of the Deep Dark Sea. Bradbury, 1991. (P)
Andrew hates water and intends to stay away from the ocean while at the beach, but changes his mind when he needs water for the sand city he is building.

Kalan, Robert.
Blue Sea. Mulberry, 1992. (T-P)
Several fishes of varying size introduce space relationships and size differences.

Kalman, Bobbie.
Pioneer Life from A to Z. Crabtree, 1998. (I)
This alphabet book introduces various aspects of the pioneer lifestyle in North America, including toys, clothing, school, home crafts, and special occasions.

Kan, Katharine L.
Sizzling Summer Reading Programs For Young Adults. ALA,1998. (L)
Describes several summer reading programs that have been successfully used in other libraries around the country.

Kastner, Jill.
Barnyard Big Top. Simon & Schuster, 1997. (P)
When Uncle Julius visits his sisters' farm bringing his Two-Ring Extravaganza along, he livens up everything.

Keats, Ezra Jack.
Over in the Meadow. Viking, 1999. (T-P)
An old nursery poem introduces animals and their young and the numbers one through ten.

Keister, Douglas.
Fernando's Gift / El regalo de Fernando. Sierra Club, 1995. (P)
One day young Fernando, who lives in the rain forest of Costa Rica with his family, goes with his friend Carmina to look for her favorite climbing tree only to find it cut down.

Keller, Laurie.
Scrambled States of America. H. Holt, 1998. (P-I)
The states become bored with their positions on the map and decide to change places for awhile. Also includes facts about the states.

Kellogg, Steven.
Prehistoric Pinkerton. Dial, 1987. (P)
Pinkerton's natural canine urge to chew on things while teething coincides with a chaotic visit to the museum's collection of dinosaur bones.

Kenneway, Eric.
Complete Origami: An A-Z of Facts and Folds, with Step-by-Step Instructions for over 100 Projects. Saint Martin's Press, 1987. (L)
This comprehensive guide combines detailed practical advice on paper folding with origami projects and little known facts about the history of the art.

Kent, Jack.
There's No Such Thing as a Dragon. Golden, 1975. (P+)
Because no one believes that he exists, a dragon keeps growing and growing.

King, David C.
Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes. John Wiley & Sons, 1998. (I+)
Discusses colonial life in America, depicts a year in the life of a fictional colonial family, and presents projects and activities, such as butter churning, candle dipping, baking bread, and playing colonial games.

Klaus, Annette.
Blood and Chocolate. Bantam, 1997. (Y)
A teenage werewolf battles her heritage and her natural tendencies when she begins to date a human boy.

Kleven, Elisa.
¡Viva! ¡Una piñata! Dutton, 1996. (T+)
A little girl is getting ready for her birthday by choosing her piñata. She becomes so attached to it that she does not want to break it on the day of the party.

Kobayshi, Kazuo.
Easy Origami: A Colorful Introduction to Practical Folding. Lark, 1998. (L)
Provides instructions for making boxes, books, and more!

Korman, Gordon.
User Friendly. Karmichael, 1999. (Y)
Fifteen-year-old Eddie's family move to an old house and when he turns on his new computer a ghost makes words appear on his screen.

Kraus, Robert.
Near Myths Dug Up and Dusted Off. Viking, 1996. (I)
Humorous adaptations of well known Greek and Roman Myths.

Kraus, Robert.
Whose Mouse Are You? Aladdin, 1986, c.1970. (T-P)
A lonely little mouse has to be resourceful in order to bring his family back together.

Lanchais, Aurélie & Alain Crozon.
¿Quién soy? Ediciones SM (Spain), 1999. (T-P)
A pop-up book of rhymes that help identify animals.

LaTrobe, Kathy Howard, and Mildred Knight Laughlin.
Readers Theatre For Young Adults: Scripts and Script Development. Libraries Unlimited, 1990 (L)
Provides examples and tips for writing scripts for reader's theater.

Lawrence, Iain.
The Wreckers. Delacorte, 1998. (Y)
A harrowing tale of mystery, pirates, and danger.

Lawson, Robert.
They Were Strong and Good. Viking, 1940. (I)
A story about the author's mother, father, grandmother and grandfather. The story tells how they all met over the years and different events that were going on at the time.

Lear, Edward.
The Owl and the Pussycat. HarperCollins, 1998. (T-P)
After a courtship voyage of a year and a day, Owl and Pussy finally buy a ring from Piggy and are blissfully married.

Lee, Carol K. and Fay Edwards.
50 Games to Play in the Library or Classroom. Alleyside,1988. (L)
Numerous literature and library games that can be played at programs.

Lee, Héctor Viveros.
Yo tenía UN hipopótamo. Lee & Low, 1997.
A young boy opens a box of animal crackers and imagines giving wild animals to his family and friends.

Levine, Evan.
Not the Piano, Mrs. Medley! Orchard, 1991. (P)
After several false starts, Mrs. Medley, loaded with gear, sets out for the beach with her grandson, Max, and her dog, Word.

Lewis, Kevin.
Chugga-Chugga-Choo-Choo. Hyperion, 1999. (T-P)
A rhyming story about a toy freight train's day, from loading freight in the morning to retiring to the roundhouse after the day's work is done.

Lillie, Patricia.
When the Rooster Crowed. Greenwillow, 1991. (T-P)
Not until all his animals join voices is a farmer able to get out of bed in the morning.

Lloyd, David.
Sombreros y gorros / Hats. Ediciones Alta (Spain), 1986. (T-P)
A boy and his family play as they all wear different kinds and styles of hats.

Lobel, Anita.
Away from Home. Greenwillow, 1994. (P-I)
Proceeds through the alphabet using boys' names and the names of exotic places in alliterative fashion.

Lowell, Susan.
Los tres pequenos jabalies. Northland, 1996. (P)
A Spanish language edition of a southwestern adaptation of the "Three Little Pigs."

Lowell, Susan.
The Tortoise and the Jackrabbit. Northland, 1994. (P)
Many of the animals that live in the southwestern desert witness the race between slow but steady Tortoise and the quick, overconfident Jackrabbit.

Luenn, Nancy.
A Gift for Abuelita: Celebrating the Day of the Dead. Rising Moon, 1998. (I+)
The story of a young girl who is missing her beloved grandmother and tries to find a way to feel connected to her and to celebrate the Day of the Dead.

Lund, Jillian.
Two Cool Coyotes. Dutton, 1999. (P)
Frank the coyote is sad when his friend Angelina moves away, but then he finds a new friend when Larry moves into the den next door.

McCaughrean, Geraldine.
The Pirate's Son. Scholastic, 1998. (Y)
When Nathan Gull and his sister Maud are orphaned, they are offered a home by Tamo White, the son of a famous pirate whose home is attacked by ruthless Buccaneers.

McDonnell, Flora.
Splash! Candlewick, 1999. (P)
When the jungle animals are hot, a baby elephant has a good

218

solution involving the squirting and splashing of water at the water hole.

McKee, David.
Elmer. Lothrop, 1989. (T-P)
All the elephants of the jungle were gray except Elmer, who was a patchwork of brilliant colors until the day he got tired of being different and making the other elephants laugh.

McKinley, Robin.
Blue Sword. Puffin, 1982, 2000. (Y)
Harry Crewe leaves her Homeland to travel to Damar, the desert country shared by the homelanders and the secretive, magical hillfolk. Her life is quiet and ordinary until she is kidnapped by Corlath, the Hillfolk King.

McLerran, Alice.
Roxaboxen. Lothrop, Lee, 1990. (P-Y)
A hill covered with rocks and wooden boxes become and imaginary town for Marian, her sisters, and her friends.

Mahy, Margaret.
The Great White Man Eating Shark. Dial, 1990. (I)
Greedy to have the cove where he swims all to himself, Norvin, who looks a bit like a shark, pretends to be one, scaring off the other swimmers and leaving him in happy aquatic solitude, until he is discovered by an amorous female shark.

Malam, John.
The Ancient Greeks. Raintree, 2000. (I)
Introduces the history, culture, and people of ancient Greece and examines its many contributions to the development of Western society.

Marcano, Doris & Carmen Heny, ed.
Tun-Tun ¿Quién es? Ediciones Ekaré (Venezuela), 1991. (T+)
Collection of riddles, rhymes, tongue twisters, and sayings in Spanish.

Marsh, Valerie.
Story Puzzles Tales in the Tangram Tradition. Alleyside, 1996. (L)
Discusses storytelling and the use of story puzzles and contains stories and puzzle patterns.

Manson, Christopher.
The Tree in the Wood. North-South, 1993. (P-I)
A cumulative rhyme about a tree.

Mark, Jan.
The Midas Touch. Candlewick, 1999. (I)
A retelling of the classic story of King Midas, who foolishly wishes that everything he touch be turned to gold and only then realizes his horrible mistake.

Martin, Bill.
Polar Bear, Polar Bear, What Do You Hear? H. Holt, 1991. (T-P)
Zoo animals from polar bear to walrus make their distinctive sounds for each other, while children imitate the sounds for the zookeeper.

Martin, Linda.
When Dinosaurs Go to School. Chronicle, 1999. (T-P)
Dinosaurs spend a day at school with reading, writing, arithmetic, music, finger paints, exercise, and pizza.

Marzollo, Jean.
In 1776. Scholastic, 1994. (P-I)

219

Rhyming text and illustrations describe how the colonists declared their independence from Great Britain in 1776. A good way to introduce the American Revolution. Can be put to music.

Matheson, Terry.
Alien Abductions: Creating a Modern Phenomenon. Prometheus, 1998. (Y)
The author uses literary rather than strictly scientific analysis of alien abduction stories. Matheson shows how some accounts have been used, reinterpreted, and sometimes deliberately altered.

Merrill, Yvonne Y.
Hands-On Latin America: Art Activities for All Ages. KITS Publishing, 1997. (T+)
A very good introduction to the arts in Latin America with many activities to choose from.

Mezrich, Ben.
Skin. (X-Files.) HarperCollins, 1999. (Y)
Scientific plausibility and mystical overtones keep both Scully and Moulder interested in a mysterious case involving a strange skin graft, a murder, and biotechnology.

Miller, Ruth.
I Went to the Bay. Kids Can, 1999. (T-P)
A little boy paddles his dinghy to the bay and although he misses the frogs he sees many other creatures.

Miranda, Anne.
Beep! Beep! Turtle Books, 1999. (T-P)
A boy imagines that he is a range of vehicles, from jeep to earth mover to train to race car.

Mirriam-Goldberg, Caryn, Elizabeth Verdick, and Darsi Drever.
Write Where You Are: How to Use Writing to Make Sense of Your Life: A Guide for Teens. Free Spirit, 1999. (Y)
This informative book helps teens to express their feelings through creative writing.

Missouri State Library.
Book Your Summer: Missouri Teen Summer Reading Program Planning Manual. Missouri State Library, 2000 (L)
An overview of library services and programs that can be offered in a "Book Your Summer" YA reading club.

Modesitt, Jeanne.
Sometimes I Feel Like A Mouse: A Book About Feelings. Scholastic, 1992. (T-P)
A child imagines becoming a variety of animals while experiencing different feelings, a howling wolf for sadness, a soaring eagle for pride, a stomping elephant for boldness, and others.

Mora, Pat.
A Birthday Basket for Tía. MacMillan, 1992. (P-I)
Cecilia wants to celebrate her aunt's ninetieth birthday in a special way and decides to gather in a basket objects that represent memories of moments they have shared.

Mora, Pat.
The Desert Is My Mother / El Desierto Es Mi Madre. Piñata, 1994. (P)
A poetic description of the desert as the provider of comfort, food, spirit, and life.

Mora, Pat.
My Own True Name: New and Selected Poems for Young Adults, 1984-1999. ArtePublico Press, 2000. (Y)

Powerful selections interlaced with Mexican phrases and cultural symbols.

Mora, Pat.
Tómas and the Library Lady. Dragonfly, 2000. (P-I)
A wonderfully illustrated tale of Tomás Rivera and the kind librarian who helped him learn to love books.

Mora, Pat.
Uno, dos, tres : 1 2 3. Clarion, 1996. (T-P)
Pictures depict two sisters going from shop to shop buying birthday presents for their mother. Rhyming text presents numbers from one to ten in English and Spanish.

Moretón, Daniel.
La Cucaracha Martina: A Caribbean Folktale. Turtle Books, 1999. (T-P)
La Cucaracha Martina doesn't like the hustle and bustle of life in the city. One day she hears a beautiful noise and goes in search of the soft, gentle sound. Along the way, the "ravishing roach" receives marriage proposals from every animal she meets. Martina finally meets the animal of her dreams, Señor Cricket, the source of the beautiful noise.

Morris, Ann.
Hats, Hats, Hats. Lothrop, Lee, 1989. (T-P)
Colorful pictures of different styles and kinds of hats.

Morris, Ting.
Germany. Franklin Watts, 1993. (I)
Introduces the geographical, historical, and social aspects of everyday life in Germany. Includes related activities. (Country Topics for Craft Projects series).

Morrison, Kathy and Alice Reader.
Beginning Science-the Essential Elements (Science Activities for the Young. Child). Denison, 1986. (L)
Takes an A-Z approach at science by doing easy science activities using different subjects in an alphabetical order.

Most, Bernard.
If the Dinosaurs Came Back. Harcourt, Brace, 1978. (P-I)
A young boy imagines how useful dinosaurs would be if they came back.

Most, Bernard.
Z-Z-Zoink! Harcourt, Brace, 1999. (T-P)
A pig has trouble finding a place to sleep because she snores so loudly and wakes up the entire barnyard.

Mui, Y.T.
The Magic Brush. Island Heritage, 1974. (P+)
A poor boy's desire to become a artist seems doomed until the gift of a magic brush allows him to more than achieve his cherished dream.

Munro, Roxie.
The Inside-Outside Book of Libraries. Dutton, 1996. (I)
Illustrations and brief text present all kinds of libraries, from book mobiles and home libraries to the New York Public Library and the Library of Congress.

Murphy, Mary.
I Feel Happy, and Sad, and Angry, and Glad. Dorling Kindersley, 2000. (T-P)
Canine friends express a wide range of emotions as they play, argue, and make up.

Nash, Ogden.
Custard the Dragon. Little, Brown, 1959 (P+)

Belinda's pet dragon is as smooth and flabby as custard and was really and truly a coward until one day he became as ferocious as dragons should be.

Navarro, Arturo.
Pin uno pin dos. Ediciones Ekaré (Venezuela), 1997. (T+)
Collection of rhymes, tongue twisters, riddles, sayings, stories, and songs.

Nikola-Lisa, W.
*America*My Land*Your Land*Our Land.* Lee & Low, 1997. (P-I)
Rhythmic text and illustrations by fourteen different artists of color evoke the characteristics of the American land.

Nixon, Joan Lowery.
The Dark and Deadly Pool. Delacorte, 1987. (Y)
Liz enjoys her summer pool job at he glamorous Ridley Hotel until the night a ghastly shadow surges up from the pool. A hand clutches at her sneaker, then it is gone.

Nodset, Joan L.
Who Took the Farmer's Hat? Heath, 1989. (P)
The wind blows away the farmer's hat and he finds it being used in a most surprising way.

Nolen, Jerdine.
Harvey Potter's Balloon Farm. Lothrop, 1994. (P)
A child ventures out in the middle of the night to see how Harvey Potter grows his wonderful balloons.

Novak, Matt.
Jazzbo Goes to School. Hyperion, 1999. (T-P)
Jazzbo does not want to go to school until he and his mother find just the right school for him.

Nye, Naomi Shihab, and Liz Rosenber, eds.
What Have You Lost? HarperCollins, 1999. (Y)
Black and white photographs illustrate these contemporary poems about losses small and large.

Olawsky, Lynn Ainsworth.
Colors of Mexico. Carolrhoda, 1997. (P-I)
Explores different colors found in Mexico's nature and history.

Olmos, Edward James, Lee Ybarra, and Manuel Monterrey.
Americanos: Latino Life in the United States. Little, Brown, 1999. (I+)
A photo documentary of Latinos in the United States with great photographs and essays.

Olson, Gretchen.
Joyride. Boyds Mills, 1998. (Y+)
A coming of age novel in which Jeff's summer joyride through a farmer's field leads him to work at the farm with the field workers to pay for the damage. As Jeff gets to know them, his own life changes.

Oppenheim, Joanne.
Have You Seen Trees? Scholastic, 1967. (P-I)
Uses many types of words to describe trees throughout the seasons. Gives a description of various trees and their leaves in the back of the book. Nicely done.

Oram, Hiawyn.
A Boy Wants a Dinosaur. Farrar, 1991. (P)
Alex doesn't want an ordinary pet, he wants a dinosaur.

Orozco, José Luis.
De colores and Other Latin American Folk Songs for Children. Dutton, 1994. (T+)

A great collection of songs for children and adults. It will take adults back to the songs of their childhood. For those musically inclined, it has the notes so you can sing along or play them. All of Orozco's collections are great!

Osborne, Mary Pope.
Favorite Medieval Tales. Scholastic, 1998. (P+)
A collection of well known tales from medieval Europe.

Osborne, Mary Pope.
"Magic Tree House" series. Random House. (I)
A tree house that travels through time? Not possible, says Jack. But he has to admit—when he and his younger sister, Annie, start running into dinosaurs—that they're not in Frog Creek, PA, anymore. An entertaining time-travel fantasy series for young readers.

Otero, Clara Rosa.
La cena de Tío Tigre y otras obras de teatro para niños.
Ediciones Ekaré (Venezuela), 1993. (T+)
Four plays based on popular characters from Caribbean folklore present some of the comical adventures of Tío Conejo, Rabbit, and his furious rival, Tiger. (Children can act the stories or present them using puppets.)

Oxenbury, Helen.
Tom and Pippo and the Bicycle. Candlewick, 1993. (T-P)
Because his toy monkey Pippo, keeps falling off the back of his bike, Tom envies Stephanie for having a big new bike with a passenger seat at the back.

Oxenbury, Helen.
Tom and Pippo Go for a Walk. Aladdin, 1988. (T-P)
Tom and his toy monkey, Pippo go out for a walk and fall into a mud puddle.

Oxenbury, Helen.
Tom and Pippo in the Garden. Macmillan, 1989. (T-P)
A young boy has fun playing in the garden with his toy monkey and wheelbarrow.

Oxenbury, Helen.
Tom and Pippo on the Beach. Candlewick, 1993. (T-P)
Tom and his stuffed monkey, Pippo trade sun hats when they go to the beach with Daddy.

Oxenbury, Helen.
Tom and Pippo See the Moon. Aladdin, 1989. (T-P)
A young boy asks his father questions about the moon and imagines flying there with his toy monkey.

Oxlade, Chris.
Flight Through Time. Raintree, 1996. (I)
Discusses flight and includes an interesting project to make and do.

Palacios, Argentina.
El rey colibrí. Troll, 1993. (I+)
Adaptation of the Guatemalan folktale about the origins of the beautiful bird, the quetzal.

Paulsen, Gary.
La tortillería / The Tortilla Factory. Harcourt, Brace, 1995. (P-I)
The story of how tortillas are made - from the cornfield to your table.

Paxton, Tom.
Going To the Zoo. Morrow, 1996. (T-P)
Enthusiastic siblings describe the animals at the "zoo, zoo, zoo."

Peck, Richard.
The Great Interactive Dream Machine Another Adventure in Cyberspace. Dial, 1996. (I-Y)
Josh is unwillingly drawn into the computer experiments of his friend Aaron.

Peck, Richard.
Lost in Cyberspace. Dial, 1995. (I+)
Josh and his friend Aaron use the computer at their school to travel through time.

Peek, Merle.
Mary Wore Her Red Dress, and Henry Wore His Green Sneakers. Clarion, 1985. (T-P)
Each of Katy Bear's animal friends wears a different color of clothing to her birthday party.

Peet, Bill.
Cyrus the Unsinkable Sea Serpent. Houghton Mifflin, 1982. (P-I)
Cyrus, a shy and friendly serpent, finally realizes his ambition by heroically helping some voyagers through a storm and foiling some dastardly pirates.

Pellowski, Anne.
The Family Storytelling Handbook. Macmillan, 1987. (L)
Discusses storytelling as a form of family entertainment, offers suggestions on how and when to tell stories, and includes examples of stories for family members to tell.

Pellowski, Anne.
The Storytelling Handbook. Simon & Schuster, 1995. (L)
A guide to storytelling with a selection of stories from around the world. Includes stories using puppets, strings, drawing, and instruments.

Perera, Hilda.
Rana, ranita / Froggie Froggette. Everest (Spain), 1991. (T+)
A wonderfully illustrated story of a little frog who does not want to be a frog and is deciding what she could be. After several mishaps, she ends up accepting herself the way she is.

Perry, Phyllis J.
Ballooning. Franklin Watts, 1996. (I)
Describes the history of ballooning from its origins in eighteenth-century France to today.

Petersham, Maud Fuller.
The Circus Baby: A Picture Book. Aladdin, 1989. (T-P)
The antics of Baby Elephant as his mother tries to teach him to eat with a spoon at the clown family's dining table.

Peterson, Scott K.
Out On a Limb: Riddles About Trees and Plants. Lerner, 1990. (P-I)
A collection of riddles about trees and other plants.

Petty, Kate.
Some Planes Hover. Copper Beech, 1998. (I)
Presents information about a variety of flying machines from the earliest balloon and airplanes to jets, rocket-powered craft and planes of the future.

Pevsner, Stella.
Sing for Your Father, Su Phan. Clarion, 1997. (I-Y)
Recalls events in a North Vietnamese village that forever changed the lives of a prosperous trader, his youngest daughter, and family.

Pflomm, Phyllis Noe.
Chalk in Hand: The Draw and Tell Book. Scarecrow, 1986. (L)

Contains simple and easy to draw "tell and draw" stories with step-by-step instructions.

Pirotta, Saviour.
Stories from the Amazon. Raintree, 2000. (I)
Retellings of traditional stories from the people of the Amazon rain forests, including "The Legend of the Sun God," "The Tree of Life," and "The Sad Song of the Moon."

Platt, Richard.
Castle Diary the Journal of Tobias Burgess, Page. Candlewick, 1999. (I-Y)
As a page in his uncle's medieval castle, Tobias records in his journal his experiences learning how to hunt, play games of skill, and behave in noble society.

Polly, Jean Armour.
The Internet Kids and Family Yellow Pages, Osborne/McGraw-Hill, 1999. (L)
Provides sites for various topics. Very extensive.

Poulet, Virginia.
Blue Bug's Book of Colors. Childrens Press, 1981. (T-P)
El Libro de Colores de Azulin. Childrens Press, 1986. (T-P)
Blue Bug discovers through trial and error how colors mix to make different colors.

Prelutksy, Jack.
Beneath a Blue Umbrella. Greenwillow, 1990. (T-P+)
A collection of short humorous poems in which a hungry hippo raids a melon stand, a butterfly tickles a girl's nose, and children frolic in a Mardi Gras parade.

Prelutsky, Jack.
The New Kid on the Block: Poems. Greenwillow, 1984. (P-T)
Humorous poems about such strange creatures and people as Baloney Belly Billy and the Gloopy Gloopers.

Prelutsky, Jack.
A Pizza the Size of the Sun. Greenwillow, 1996. (P+)
Humorous poems written by Jack Prelutsky.

Prelutsky, Jack.
Tyrannosaurus Was a Beast. William Morrow. 1992. (P-I)
From Ankylosaurus to Brachiosaurus, these are fourteen poems about "terrible lizards" that jump, cavort, and parade.

Presto, Fay.
Magic for Kids. Kingfisher, 1999. (I)
Step-by-step photgraphs and text explain how to perform a variety of magic tricks.

Quackenbush, Robert.
Evil Under the Sea: A Miss Mallard Mystery. Pippin, 1992. (I)
Jacques Canard, noted undersea explorer, asks Miss Mallard to help discover who is destroying the coral in Australia's Great Barrier Reef.

Ransom, Candice F.
Fire in the Sky. Carolrhoda, 1997 (I)
A fictional story about the Hindenburg airship disaster.

Rathmann, Peggy.
Good Night, Gorilla. Putnam, 1994. (P)
An unobservant zookeeper is followed home by all the animals he thinks he has left behind in the zoo.

Rey, Margaret.
Curious George Goes to the Circus. Houghton Mifflin, 1984. (P)

Curious George becomes the star of the circus after he inadvertently gets in the way of the acrobats' performance.

Rice, Eve.
Sam Who Never Forgets. Greenwillow, 1977. (P)
Sam the zookeeper never forgets to feed the animals.

Richardson, Judith Benet.
Come to My Party. Macmillan, 1993. (P)
Despite their fear of his roar and sharp teeth, jungle animals Savi and Harold go to Rana the leopard's birthday party.

Richler, Mordicai.
Jacob Two-Two and the Dinosaur. Random House, 1987. (I)
Jacob Two-Two's father brings him back a small lizard from Kenya which grows into the enormous Diplodorus.

Rinaldi, Ann.
Cast Two Shadows: The American Revolution In the South.
Turtleback, 2000. (Y)
A young girl born of a plantation owner and his slave must face her past and her heritage as she is forced to save her family during the Revolutionary War.

Risk, Mary.
I Want My Banana! / Quiero mi platano! Barron's, 1996. (P)
Despite being offered tempting fruits by his jungle friends, Monkey wants only to find his lost banana.

Robinson, Fay.
Where Did All the Dragon's Go? Bridgewater, 1996. (P-I)
Ever since the dragon leader boomed, "Now's the time," all the dragons flew away, leaving children to wonder where they went but believing that they still exist.

Robinson, Martha.
The Zoo at Night. Margaret K. McElderry, 1995. (P)
Describes what happens at the zoo when night falls and all the people leave.

Rockwell, Anne F.
Boats. E.P. Dutton, 1992. (T-P)
Describes many different types of boats.

Rockwell, Anne F.
How My Garden Grew. Macmillan, 1982. (T-P)
With pride and pleasure a little girl describes growing a garden all by herself.

Rockwell, Anne F.
My Spring Robin. Collier Macmillan, 1989. (T-P)
Before finding the robin she is searching for, a child discovers other interesting fauna and flora in her backyard.

Rockwell, Anne F.
Planes. Dutton, 1985. (T-P)
Simple text and illustrations introduce different types of airplanes.

Rockwell, Anne F.
Root-a-Toot-Toot. Macmillan, 1991. (T-P)
A cumulative rebus in which several animals join a boy and his flute in a noisy procession.

Rockwell, Anne.
Show & Tell Day. HarperCollins, 1997. (T-P)
Ten preschool children share things that are special to them on show-and-tell day at school.

Rockwell, Anne.
El toro pinto and Other Songs in Spanish. Aladdin, 1995. (T+)
A collection of songs from Spain and Latin America.

Rockwell, Anne.
The Way to Captain Yankee's. MacMillan, 1994. (P-I)
A map helps Miss Calico find Captain Yankee's house.

Rodríguez, Consuelo.
César Chávez. Chelsea House, 1995. (I-YA)
A chapter book for children about the life and work of César Chávez.

Rodríguez, Ruth.
Día de tianguis. Editorial Conafe (Mexico), 1996. (P-I)
A wordless picture book depicting a girl's visit to the market in which everything she encounters becomes alive with movement.

Rohmann, Eric.
Time Flies. Crown, 1994. (I)
A wordless picture book inspired by the theory that birds are the modern relatives of dinosaurs. It conveys the tale of a bird trapped in a dinosaur exhibit at a natural history museum.

Rohmer, Harriet.
The Magic Boys / Los ninos magicos. Children's Book Press, 1975. (P+)
Two boys born in the forest change their selfish brothers into monkeys.

Rohmer, Harriet.
Uncle Nacho's Hat. Children's Book Press, 1989. (T-I)
Uncle Nacho is too attached to his old hat. He is reluctant to let go of it when his niece gives him a new one. A funny and colorful story told in both English and Spanish.

Rondón, Javier.
El sapo distraído / The Absent-Minded Toad. Ediciones Ekaré (Venezuela), 1988. (T-I)
Toad goes to the market and there he discovers a world filled with people, sounds, colors, and smells, but in the confusion, Toad forgets one important thing.

Root, Phyllis.
One Duck Stuck. Candlewick, 1998. (T-P)
In this counting book, increasingly larger groups of animals try to help a duck that is stuck in the sleepy, slimy marsh.

Rosenberg, Liz, ed.
Earth-shattering Poems. Holt, 1995. (Y)
A collection of poems that are sure to evoke intense emotions.

Rosenberg, Liz, ed.
The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers. Holt, 1995. (Y)
A combination of modern American poetry, commentary by the poets, and photographs of the poets as children and adults.

Ross, Kathy.
Crafts for Kids Who Are Wild About Dinosaurs. Millbrook, 1997. (L)
Provides instructions for twenty projects including a triceratops ring-toss game, diplodocus body puppet, plesiosaur window decoration, necktie tree, and dinosaur feet.

Rotner, Shelley.
Ocean Day. Macmillan, 1993. (P)
A little girl visits the ocean and discovers many things about the seashore and the creatures who live there.

227

Rowling, J. K.
Harry Potter and the Sorcerer's Stone. Arthur A Levine, 1994. (I-Y)
A young boy proves his worth while attending a wizard's school. Other titles in the series include *Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban,* and *Harry Potter and the Goblet of Fire.*

Roy, Ron.
Whose Hat Is That? Clarion, 1987. (T-P)
A black and white picture book of hats.

Ryan, Pam Munoz.
California Here We Come. Charlesbridge, 1997. (I)
Takes the reader on an imaginary trip through California while offering information about the history and geography of this varied region and its numerous historic sites.

Ryder, Joanne.
Jaguar in the Rain Forest. Morrow, 1996. (P)
The reader spends a day as a jaguar, experiencing the life of this rain forest animal.

Rylant, Cynthia and Lisa Desimini.
Tulip Sees America. Blue Sky, 1998. (P)
A young man and his dog drive west from Ohio and marvel at the farms of Iowa, the skies of Nebraska, the wind in Wyoming, the mountains of Colorado, the desert in Nevada, and the ocean in Oregon.

Sakata, Hideaki.
Origami. Japan Publications (U.S.A.), 1984. (L)
Details instructions for making origami figures.

Sakurai, Gail.
The Library of Congress. Children's Book Press, 1998. (I)
Describes the history of the Library of Congress, the largest library in the world, and discusses its current collections and challenges.

Sakurai, Gail.
Peach Boy, A Japanese Legend. Troll, 1994. (I+)
When an old couple find a baby inside a peach floating on the river, they raise him as their own and he grows up to fight the terrible demons who have terrorized the village for years.

Sammis, Fran
Measurements. Benchmark, 1998. (I)
Explains how to measure distance on maps through the use of scale bars, color keys, and contour lines and includes suggested activities to illustrate the concepts.

Sauvageau, Juan.
Stories that Must Not Die. National Educational Systems, 1975. (I+)
A collection of folktales and legends from South Texas told in Spanish and English.

Schanzer, Rosalyn.
How We Crossed the West: The Adventures of Lewis and Clark. National Geographic Society, 1997. (I)
Appealing art and descriptive text bring Lewis and Clark alive for young adventurers. Carefully chosen text from Lewis and Clark's actual journals opens a fascinating window into this country's exciting history.

Scieszka, John.
"Time Warp Trio" series. Viking. (I)
Joe, Fred, and Sam are sent backwards and forwards in time

using a magic book.

Scott, Michael.
The Gemini Game. Holiday House, 1994. (Y)
Two teenage owners of a computer game company flee the police when their virtual reality game sends the players into comas.

Selznick, Brian.
Houdini Box. Knopf, 1991. (I)
When ten-year-old Victor meets Harry Houdini, his idol, he is determined to learn the great magician's secrets.

Semenza, Jenny Lynne.
The Librarian's Quick Guide to Internet Resources. Highsmith, 1999. (L).
Gives hints and strategies for finding information online.

Sendak, Maurice.
Where the Wild Things Are. Harper & Row, 1984. (P+)
Max goes to bed without supper but sails to a land where the wild things live who give a party in honor of Max.

Seuss, Dr.
The Lorax. Random House, 1971. (I)
The Once-ler describes the results of the local pollution problem.

Seuss, Dr.
My Many Colored Days. Knopf, 1996. (T-P)
This rhyming story describes each day in terms of a particular color which in turn is associated with specific emotions.

Shannon, David.
David Goes to School. Blue Sky, 1999. (P)
David's activities in school include chewing gum, talking out of turn, and engaging in a good fight, causing his teacher to say over and over, "No, David!"

Sheppard, Jeff.
The Right Number of Elephants. Harper & Row, 1990. (P)
A counting book in which a little girl relies on the help of some eager elephants.

Shields, Carol Diggory.
Saturday Night at the Dinosaur Stomp. Candlewick, 1997. (P)
When it's rock 'n' roll time during the prehistoric era, many different kinds of dinosaurs gather to twist, twirl, and tromp at a Saturday night party.

Shute, Linda.
Rabbit Wishes. Lothrop, Lee, 1994. (T+)
A retelling of a Cuban folktale about why rabbit has long ears. Beautiful illustrations.

Sierra, Judy.
The Flannel Board Storytelling Book. H.W. Wilson, 1987. (L)
Collection of twenty-six tales and ten poems and songs for flannel board storytelling, with accompanying patterns for the figures.

Sierra, Judy.
The Flannel Board Storytelling Book, 2nd Ed. H.W. Wilson, 1997. (L)
Rhymes, chants, songs, and stories for children from preschool and older, with accompanying flannelboard patterns

Sierra, Judy.
Mother Goose's Playhouse: Toddler Tales and Nursery Rhymes, With Patterns for Puppets and Feltboards. Bob Kaminski

229

Media Arts, 1994. (L)
Collection of stories and nursery rhymes appropriate for toddlers, including patterns for use as puppets and feltboards.

Sierra, Judy.
Multicultural Folktales for the Feltboard and Reader's Theater. Oryx, 1996. (L)
Twenty brief folktales from five continents, with an emphasis on ethnic groups in the U.S. with easy-to-trace patterns for feltboard figures and rod puppets and reader's theater scripts..

Sierra, Judy and Robert Kaminski.
Multicultural Folktales: Stories to Tell Young Children. Oryx, 1991. (L)
Collection of flannel board and puppet stories and patterns suitable for children from two-and-a-half to five, and five to seven years of age.

Silverstein, Shel.
The Giving Tree. HarperCollins, 1964. (P+)
A young boy grows to manhood and old age experiencing the love and generosity of a tree.

Sis, Peter.
Beach Ball. Greenwillow, 1990. (T-P)
While at the beach, Mary and her mother see letters, numbers, colors, shapes, and more.

Slate, Joseph.
Miss Bindergarten Gets Ready for Kindergarten. Dutton, 1996. (P)
Introduces the letters of the alphabet as Miss Bindergarten and her students get ready for kindergarten.

Slobodkina, Esphyr.
Se venden gorras / Caps for Sale. HarperCollins, 1995. (T-P)
When a hat seller resting under a tree and wakes up to find that the monkeys are wearing his caps, and he needs to figure out a way to get them back.

Soto, Gary.
Too Many Tamales. Putnam, 1993. (T+)
While helping cook Christmas tamales, a young girls tries on her Mom's diamond ring and later realizes it is missing. It must be in the tamales, and the only way to find out is to eat all of them!

Spier, Peter.
Peter Spier's Circus! Doubleday, 1992. (P)
A traveling circus arrives, sets up its village of tents, performs for the crowd, and then moves on again.

Spinelli, Jerry.
The Library Card. Scholastic, 1997. (I)
The lives of four young people in different circumstances are changed by their encounters with books.

Stelzig, Christine.
Can You Spot the Leopard? African Masks. Prestel, 1997. ((P+)
Looks at tribal masks and ceremonies and gives history and background on masks from different countries in Africa.

Stevens, Larry.
César Chávez: A Mini Play. Relevant Instructional Materials, 1978. (Y+)
A short play on the life and work of César Chávez.

Stewig, John Warren.
King Midas. Holiday House, 1999. (I)

A king finds himself bitterly regretting the consequences of his wish that everything he touches would turn to gold.

Steig, William.
Sylvester and the Magic Pebble. Windmill, 1969. (T-I)
Sylvester finds a magic pebble and picks it up only to find himself in less than desirable circumstances.

Stoeke, Janet Morgan.
Minerva Louise at School. Dutton, 1996. (P)
Out for an early morning walk, a chicken wanders into a school that she mistakes for a fancy barn.

Sturges, Philemon.
I Love Trucks! HarperCollins, 1999. (T-P)
A child names many of his favorite trucks and each one's most notable characteristic.

Swain, Gwenyth.
Smiling. Carolrhoda, 1999. (T-P)
Explores the importance of smiling for people all over the world.

Sweeney, Joan.
Me on the Map. Dragonfly, 1996. (P-I)
A child describes how her room, her house, her town, her state, and her country become part of a map of her world.

Tabor, Nancy.
El gusto del mercado mexicano / A Taste of the Mexican Market. Charlesbridge, 1996. (P-I)
A non-fiction book that takes you through a Mexican market in which you encounter the people, the produce, the food, and the smells of the market.

Tanaka, Shelley.
The Disaster of the Hindenburg: The Last Flight of the Greatest Airship Ever Built. Madison, 1993. (I)
Describes the last voyage of the zeppelin, or airship, Hindenburg, which crashed in flames on a New Jersey airfield in 1937, and examines some possible causes for the disaster.

Taylor, Barbara.
Maps and Mapping. Kingfisher, 1992. (I)
Explains what maps are and why they are used. Introduces symbols found on maps, and describes how cartographers map the world. Includes related activities.

Taylor, Theodore.
The Weirdo. Harcourt, Brace, 1991. (Y)
Set in North Carolina's Great Dismal Swamp, this chilling tale involves two teenagers who try to protect the native bears and who experience hostility from local hunters and poachers.

Teague Mark.
The Secret Shortcut. Scholastic, 1996. (P-I)
Because Wendell and Floyd have a problem getting to school on time, they decide to take a shortcut which leads to unexpected adventures.

Thaler, Mike.
Earth Mirth: The Ecology Riddle Book. W.H. Freeman, 1994. (P-I)
Riddles about ecology.

Thayer, Jane.
The Popcorn Dragon. Morrow, 1989. (T-I)
Though his hot breath is truly the envy of all the other animals, a young dragon learns that showing off does not make friends.

Tolhurst, Marilyn.
The Explorer's Handbook: How to Become an Intrepid Voyager. Dutton, 1998. (L)
A combination history and activity book covering exploration from ancient Egypt, the Vikings, Marco Polo, the conquest of the Aztecs, Africa, and the space age.

Tompert, Ann.
Grandfather Tang's Story. Crown, 1990. (P+)
Grandfather Tang retells the story of Fox and Rabbit to his granddaughter using tangrams to illustrate the story.

Torres, Leyla.
El sancocho del sábado / Saturday Sancocho. Farrar, Straus, 1995. (T-I)
A young girl spends her Saturdays with her grandparents making sancocho, chicken stew. But on this Saturday they do not have all the ingredients needed, so they go to the market with a dozen eggs to barter.

Travers P. L.
Mary Poppins. Harcourt, Brace, 1981. (P-I)
The wind brings a magical nanny to four children in England.

Twig, George.
Swimming with Sharks. HarperCollins, 1999. (I)
While spending the summer in the Florida Keys with her grandfather, a retired marine biologist, ten-year-old Sarah has the opportunity to observe a variety of sharks and their behavior.

Uribe, Verónica.
El tigre y el cangrejo / The Tiger and the Crab. Kane Miller, 1994. (T+)
A folktale from the Pemón Indians in South Venezuela that explains why the jaguar has eyes the color of fire.

Valdez, Luis.
Luis Valdez Early Works: Actos, Bernabé and Pensamiento Serpentino. Arte Público, 1990. (Y+)
A collection of nine Teatro Campesino Acts (Farmworkers Theater skits) that were written and presented as social protests.

Van Allsburg, Chris.
Jumanji. Houghton Mifflin, 1991. (P+)
Two children play a game that blends another time and place into their world.

Van Allsburg, Chris.
Two Bad Ants. Houghton, 1988. (I)
When two bad ants desert from their colony, they experience a dangerous adventure that convinces them to return to their former safety.

Van Allsburg, Chris.
The Wretched Stone. Houghton Mifflin, 1991. (I-Y)
What is that stone that glows and causes all the men to stare at it?

Van Laan, Nancy.
La Boda, A Mexican Wedding Celebration. Little, Brown, 1996. (P+)
A little girl describes the first wedding she attends in the Zapotec tradition, presenting a mixture of the Catholic and ancient customs.

Vaughan, Marcia.
Snap! Scholastic, 1996. (T-I)
Joey the Kangaroo plays games with friends.

Vigil, Angel.
The Corn Woman, Stories and Legends of the Hispanic Southwest. Libraries Unlimited, 1994. (P-I)
An award winning collection of folktales in Spanish and English from the Aztecs to modern times. Includes discussion of origins and development of oral traditions.

Vigil, Angel.
The Eagle on the Cactus, Traditional Stories from Mexico. Libraries Unlimited, 2000. (P-I)
A collection of traditional tales from Indigenous and Spanish Colonial Mexico. Beautiful photos of Mexican folk arts. Stories in both Spanish and English.

Wadham, Tim.
Programming with Latino Children's Materials: A How-To-Do-It Manual for Librarians. Neal Schuman, 1999. (L)
This book contains outstanding ideas for Spanish language collections and activities for library programs.

Walsh, Ellen Stoll.
Pinta ratones. Fondo De Cultura Economica, 1994. (T-P)
A heroic mouse outwits cats and snakes. Introduces colors to young readers.

Walters, Virginia.
Are We There Yet, Daddy? Viking, 1999. (P-I)
A young boy describes the trip he and his father make to Grandma's house measuring how many miles are left at various points on the trip.

Warren, Jean.
Theme-A-Saurus. Warren Publishing, 1989. (L)
Craft and activity ideas for toddlers and preschoolers arranged thematically.

Weiss, Harvey.
Maps: Getting From Here to There. Houghton Mifflin, 1991. (I)
Discusses various aspects of maps including direction, distance, symbols, latitude and longitude, how maps are made, special purpose maps, and charts.

Wells, Rosemary.
The Bear Went Over the Mountain. Scholastic, 1998. (T-P)
Illustrated board book edition of the words to the familiar children's song.

Wells, Rosemary.
Max's First Word. Dial, 1998. (T-P)
Max learns a more sophisticated word than the ones his sister tries to teach him.

Wells, Rosemary.
Max's Ride. Dial, 1998. (T-P)
As Max's baby carriage careens unattended down a hill, the reader is introduced to nine words: go, down, stop, over, out, up, under, between, and into.

Wells, Rosemary.
Noisy Nora. Dial, 1997. (T-P)
Feeling neglected, Nora makes more and more noise to attract her parents' attention.

West, Colin.
One Day in the Jungle. Candlewick, 1995. (T-P)
Starting with a butterfly, each successive animal sneezes louder until the elephant blows away the jungle.

Wheeler, Jill.
Earth Kids. Abdo & Daughters, 1993. (P-I)

Highlights the activities of several young environmentalists who are working to save our planet and suggests ways in which the reader can get involved.

Whybrow, Ian.
Sammy and the Dinosaurs. Orchard, 2000. (P)
Sammy finds toy dinosaurs in the attic that come to life when he names each one.

Wilder, Laura Ingalls.
A Little Prairie House: (My First Little House Books).
HarperCollins, 1999. (P)
A family travels to a new home on the prairie where they build a house and meet a friendly neighbor.

Williams, Jay.
Everyone Knows What A Dragon Looks Like. Simon & Schuster, 1976. (L)
Would you recognize a dragon if you saw one? This picture book story shows that you shouldn't be so sure!

Williams, Sue.
I Went Walking. Harcourt, Brace, 1996. (T-P)
During the course of a walk, a young boy identifies animals of different colors.

Wilmes, Liz & Dick.
2's Experience Felt Board Fun. Building Blocks, 1994. (L)
Felt board patterns accompany a collection of stories, activities, and fingerplays written for young children.

Winter, Jeanette.
Follow the Drinking Gourd. Knopf, 1988. (P-I)
By following the directions in a song, "The Drinking Gourd" taught them by an old sailor named Peg Leg Joe, runaway slaves journey north along the Underground Railroad to freedom in Canada.

Winthrop, Elizabeth.
The Battle for the Castle. Holiday House, 1993. (I)
William uses a magic token to return to the medieval land of Sir Simon.

Wisconsin Library Association Y Task Force.
Young Adult Program Idea Booklet. Wisconsin Library Association, 1991. (L)
Describes services to young adults and gives examples of possible programs.

Wood, Jakki.
One Bear With Bees in His Hair. Dutton, 1991. (T-P)
A counting book featuring ten happy bears romping and hiding.

Wood, Audrey.
Silly Sally. Harcourt, Brace, 1992. (T-P)
A rhyming story of Silly Sally, who makes many friends as she travels to town—backward and upside down.

Wormell, Mary.
Hilda Hen's Search. Harcourt, Brace, 1994. (P)
A mother hen tries several different places before she finds the right spot to lay and hatch her eggs.

Yee, Wong Herbert.
Mrs. Brown Went to Town. Houghton, 1996. (P)
When Mrs. Brown goes to the hospital, her farm animals, a cow, two pigs, three ducks, and a yak, take over the house.

Yolen, Jane.
How Do Dinosaurs Say Goodnight? Scholastic, 2000. (P)

Featuring ten sleepy dinosaurs, this examines the funny bed-time behavior of young dinosaurs.

Yolen, Jane.
House, House. Marshall Cavendish, 1998. (I)
Comparison photographs of homes in Hatfield, Massachussetts from the late nineteenth Century to what they look like in the late 1990's. The text under each photograph discusses the way things were then and now.

Yolen, Jane.
The Wizard's Map. Harcourt, Brace, 1999. (I-Y)
Three children visiting relatives in Scotland become involved in the plans of a diabolical wizard.

Young Adult Library Services Association of the American Library Association.
Directions For Library Service To Young Adults. 2nd ed. ALA, 1993. (L)
Discusses young adults and the services that libraries can offer to this age group.

Younger, Barbara.
Purple Mountain Majesties: The Story of Katherine Lee Bates and "America the Beautiful". Dutton, 1998. (I)
Describes how Katherine Lee Bates came to write the song America the Beautiful.

Zeff, Claudia.
Los animales / The Animals Picture Book. Plaza & Janés (Spain), 1983. (T-I)
Picture book of animals.

Ziefert, Harriet.
Oh, What a Noisy Farm! Tambourine Books, 1995. (P)
All the farm animals in this cumulative tale get into the act when the bull starts chasing the cow around the pasture.

Ziefert, Harriet.
When I First Came to This Land. Putnam, 1998. (P-I)
Illustrations and words to a traditional song describe the adventures of a pioneer who buys a farm and builds a life for himself and his family.

Zeifert, Harriet.
When the TV Broke. Viking Kestrel, 1989. (P-I)
When the television breaks, Jeffrey is forced to find fun and imaginative ways to entertain himself.

Zimmermann, H. Werner.
Pollita chiquita / Henny Penny. Scholastic, 1990. (T-P)
The little chick believes the sky is falling and the animals go to the King for help.

Zindel, Paul.
Loch. HarperCollins, 1994. (Y)
Loch got his nickname when he claimed to have seen the monster in the famed Loch Ness. Years later he and his monster hunting father find another mysterious beast, but things are not exactly as they appear.

Zion, Gene.
Harry By the Sea. Harper & Row, 1965. (P)
When a wave washes over a dog and covers him with seaweed, he is mistaken for a sea monster.

Zolotow, Charlotte.
The Seashore Book. HarperCollins, 1992. (P)
A mother's words help a little boy imagine the sights and sounds of the seashore, even though he's never seen the ocean.

Audio Recordings

Arnold, Linda.
Peppermint Wings. A & M Records, 1990. (cassette/CD) (T-I)

Bartels, Joanie.
Bathtime Magic. Discovery Music, 1990. (cassette/CD) (T-P)

Bartels, Joanie.
Travelin' Magic. Discovery Music, 1988. (cassette/CD) (T/P)

Bonet, Elida Guardia.
Under the Mango Tree: Stories from Spanish Speaking Countries. Zaratí Press, 1998. (cassette) (T+)

Bonet, Elida Guardia.
Debajo del árbol de mango: Cuentos de países de habla hispana. Zaratí Press, 1999. (cassette) (T+)

Bonet, Elida Guardia.
Rabbit Tales / Los cuentos de Tío Conejo. Zaratí Press, 2000. (cassette) (T+)

Buckner, Janice.
All Aboard the Learn Along Train. Buckner Associates, 1993. (cassette) (T-P)

Buckwheat Zydeco.
Choo Choo Boogaloo: Zydeco Music for Families. Music for Little People, 1994. (cassette/CD) (T/P)

Various Artists.
Buffy the Vampire Slayer: The Album (1999 Television Series). TVT Records, 1999. (CD) (Y)

Deedy, Carmen.
Growing Up Cuban in Decatur, Georgia. Peachtree, 1995. (cassette) (I+)

El Charro y Las Jalapeñas.
Dance Music Mexican Style. Sony, 1999. (CD) (P+)

Grammer, Red.
Teaching Peace. Smilin' Atcha Music, 1986. (cassette/CD) (P+)

Herdman, Priscilla.
Daydreamer. Music for Little People, 1993. (cassette/CD) (T-I)

Hinojosa, Tish.
Cada niño/Every Child. Rounder Records, 1996 (cassette/CD) (T+)

Hinojosa, Tish.
Culture Swing. Rounder Records, 1992. (cassette/CD) (Y+)

Lithgow, John.
Singin' in the Bathtub. Sony, 1999. (cassette) (P-I)

Livingston, Bob.
Open the Window. A Gentle Wind, 1991. (cassette/CD) (P-Y)

McDermott, Joe.
I am Baby. True Blue Music, 1997. (CD) (T-P)

Various Artists.
Men In Black: The Album. Sony/Columbia, 1997. (CD) (Y)

Various Artists.
Oriental Gardens. Madacy Records, 1995. (CD) (Y/L)

Orozco, Jose-Luis.
De Colores and Other Latin-American Folk Songs for Children. Arcoris Records, 1994. (cassette/CD) (T/P)

Orozco, Jose-Luis.
Letras, Numeros Y Colores. Arcoris Records, 1995. (CD) (T-P)

Paxton, Tom.
Balloon-Alloon-Alloon. Pax Records, 1992. (cassette/CD) (P-I)

Peanutbutterjam.
Simply Singable. Peanutbutterjam, 1988. (cassette/CD) (T-I)

Peter, Paul and Mary.
Peter, Paul and Mommy. Warner Brothers, 1969. (cassette/CD) (P+)

Phipps, Bonnie.
Dinosaur Choir. Wimmer-Ferguson, 1992. (cassette/CD) (P-I)

Roth, Kevin.
The Secret Journey. Marlboro Records, 1987. (cassette/CD) (P+)

Snow, Mark.
X-Files: The Original Motion Picture Score. Wea/Elektra Entertainment, 1998. (CD) (Y)

Trout Fishing in America.
Big Trouble. Trout Records, 1991. (cassette/CD) (P-I)

CD-ROMs

The Art Lesson. The Learning Company, 1996 (P-I)
Based on Tomie de Paola's book, this fun interactive software contains the text and fourteen crafts that let children sit and create masterpieces of art.

The Land Before Time: Activity Center. Sound Source, 1997. (P-I)
Play games, solve puzzles, move through mazes, and create stories and pictures as you explore the "Great Valley."

Lift Off to Lizard Island. Internet Coach. APTE, 1997. (I-Y)
Animations and humor teach players Internet features and safety.

Make a Masterpiece. Crayola, 1998. (I-Y)
Animated art tools and creative instruction allow players to create art masterpieces while they journey to exotic places.

The Middle Ages. National Geographic, 1996. (I-Y)
Explore daily life during the Middle Ages.

Mission to Planet X 2.0. APTE, 1996. (I-Y)
Learn how to use the Internet and search for clues to solve the puzzle.

My First Amazing World Explorer 2.0. DK Interactive Learning, 1998. (I)
Play games while visiting different countries.

Oceans Below. Mindscape, 1993. (P-I)
Explore seventeen underwater destinations with video, music, photographs, and narration.

The Tortoise and the Hare. Broderbund, 1994. (T-I)
This animated Aesop's Fable allows children to make characters move, speak, even sing and dance. Voices and text can easily be switched from Spanish to English.

237

Videos

Note: You must have public performance rights for all videos shown in programs at the library.

Alice's Adventures in Wonderland. Phoenix Films & Video, 1981. (22 minutes) (P-Y)
Based on Lewis Carroll's classic story, the viewer follows Alice on her adventures with the White Rabbit, the Mad Hatter, and the Queen of Hearts.

Beware the Jabberwock. Phoenix Films & Video, 1983. (27 minutes) (P-Y)
A young girl is taken prisoner by a purple dragon and, after she recites the words of Lewis Carroll's Jabberwocky, moves the dragon to tears and he sets her free.

Buffy the Vampire Slayer. 20th Century Fox, 1992. (98 minutes) (Y)
In this tongue in cheek tale, cheerleader Buffy finds that she is more than just a normal teenager. She is the Slayer, one who fights vampires and the forces of evil. Stars are Kristy Swanson, Rutger Hauer, and Donald Sutherland.

Dragon Stew. Phoenix Films & Video, 1972. (13 minutes) (P-I)
A humorous animated fantasy about a recipe contest and a king, a cook, and a fire-breathing dragon.

The Fish from Japan. Phoenix Films & Video, 1983. (19 minutes) (P-I)
Harvey wins the respect of his class when he receives a kite shaped like a fish.

Jumanji. Media Basics Video. 1999. (110 minutes) (P-Adult)
Two children discover a game that becomes a real life adventure.

Kid's Explore America's National Parks 6. EV, 1991. (40 minutes) (I)
Explore America's National Parks from coast to coast.

Lyric Language Live Action Music Video, Series I. Penton Overseas, Inc., 1992. (35 minutes) (T-I)
A collection of eleven songs with lyrics clearly subtitled on the screen in both Spanish and English. Some of the songs are: "At the Zoo," "The Beach," and "The Supermarket."

The Magic Pony. Phoenix Films & Video, 1980. (11 minutes) (T-I)
Ivan, a young master, meets the strangest looking pony he has ever seen but the pony's magic helps depose a cruel czar and make Ivan ruler.

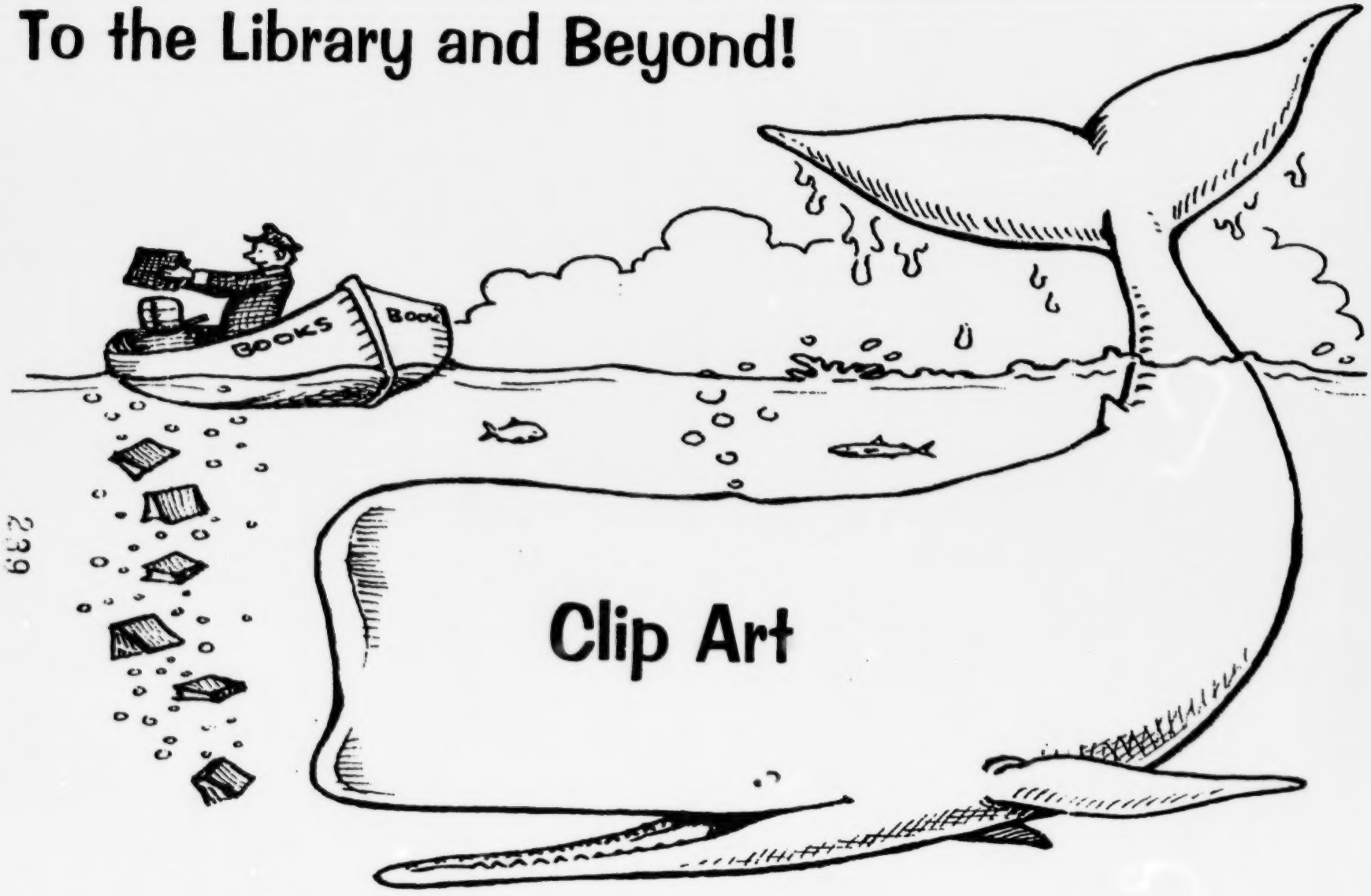
Me and You Kangaroo. Phoenix Films & Video, 1974. (19 minutes) (I-Adult)
A young Australian boy raises a baby kangaroo but eventually must set it free.

Men in Black. Sony Pictures, 1997. (98 minutes) (Y)
Will Smith and Tommy Lee Jones star as mysterious agents dressed in black. They investigate and attempt to hide alien presence here on Earth.

Reading Rainbow 063: Tooth-Gnasher Superflash. GPN, 1989. (30 minutes) (P-I)
When a new car is needed by the Popsnorkles, they test drive the Tooth-Gnasher Superflash. After the movie, Levar spends the day around a service station.

Really Wild Animals: Swinging Safari. National Geographic, 1994. (30 minutes) (P-I)
Features fabulous wildlife footage augmented with animation,

To the Library and Beyond!



Clip Art

humor, and music.

Really Wild Animals: Wonders Down Under. National Geographic, 1993. (45 minutes) (P-I)
Features wildlife footage augmented with animation, humor, and music.

Sesame Street Exitos Musicales. Sony Wonder, 1999. (45 minutes) (T-I)
A collection of songs in Spanish with the Sesame Street characters. Some of the songs included are "El mercado" (the market), "El parque" (the park), and "Tortugas" (Turtles.)

Sesame Street Fiesta! Sony Wonder, 1997. (30 minutes) (T-I)
Sesame Street is getting ready for Carnival, a fun fiesta complete with floats, costumes and dances. Special performances by Celia Cruz and Linda Ronstadt. Songs are in English and Spanish.

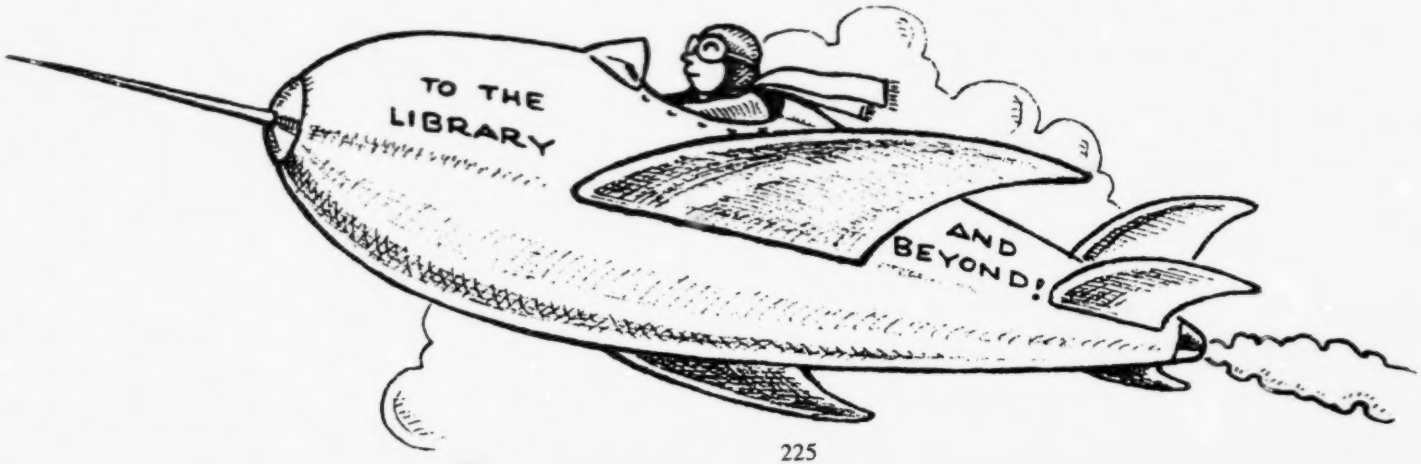
Sylvester and the Magic Pebble. Weston Woods, 1969. (11 minutes) (T-I)
Sylvester turns into a rock to escape a hungry lion.

Totally Tropical Rain Forest. National Geographic, 1994. (40 minutes) (P-I)
Explores the life-filled rain forest, where there is a greater variety of plants and animals than anywhere else on earth.

Where the Wild Things Are. Weston Woods, 1985. (8 minutes) (T-I)
A naughty little boy, sent to bed without his supper, sails to the land of the wild things, where he becomes their king.

The Wizard's Son. Phoenix Films & Video, 1981. (10 minutes) (P-Adult)
A proud and talented wizard insists that his young son follow in his footsteps, but the young boy prefers musical magic and practices the flute.

X-Files: The Movie. 20th Century Fox, 1998. (120 minutes) (Y)
Agents Mulder and Scully search for the truth behind possible government conspiracies to hide alien presence here on Earth.



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Bookmarks, Borders, Buttons,

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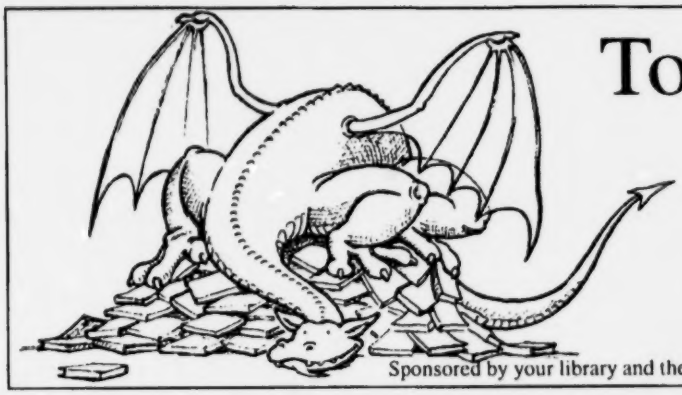

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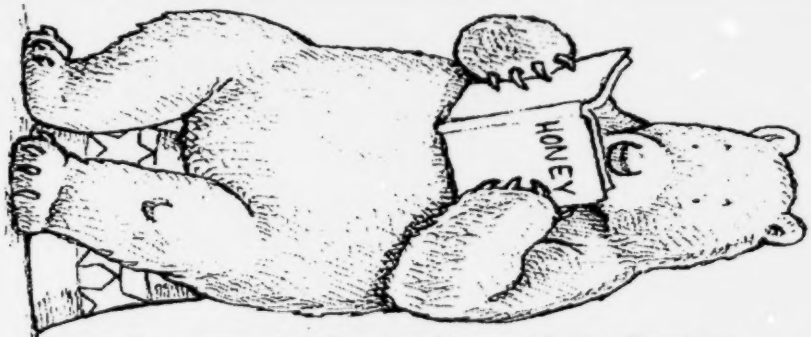

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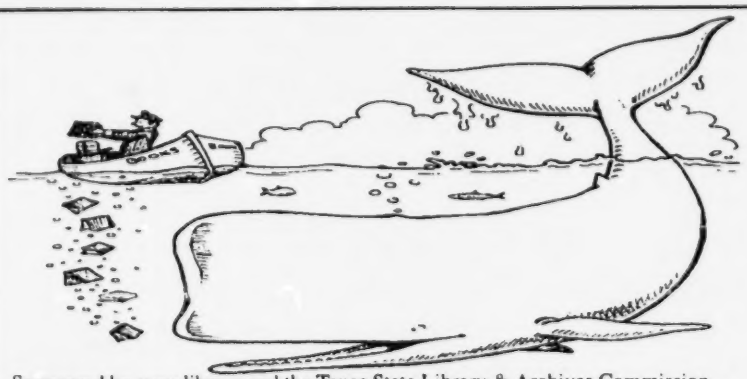

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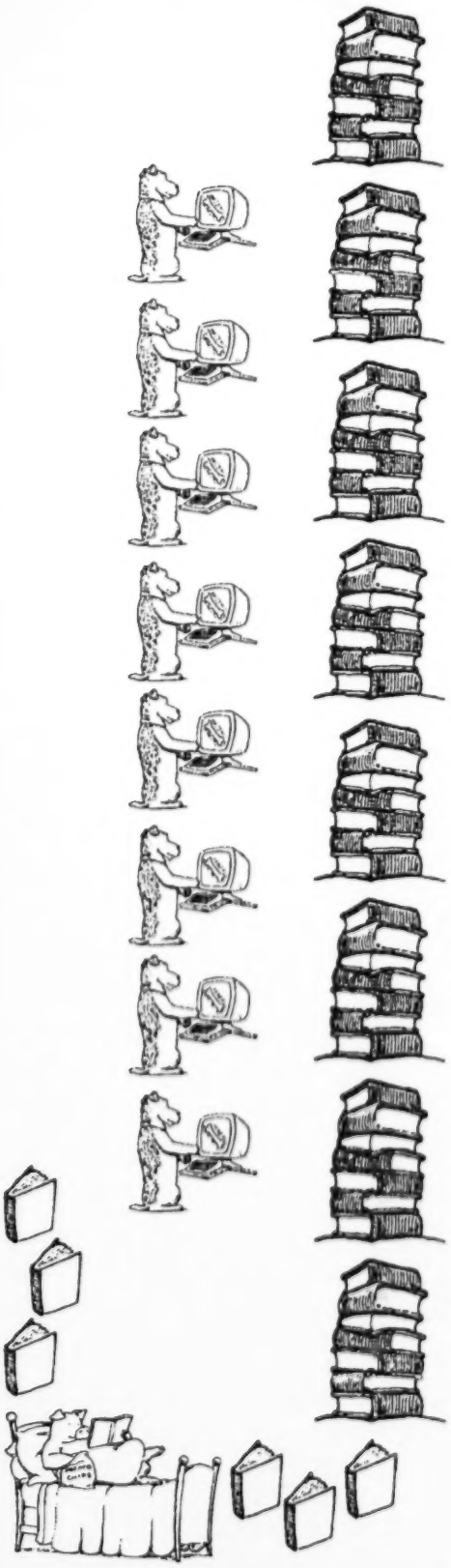
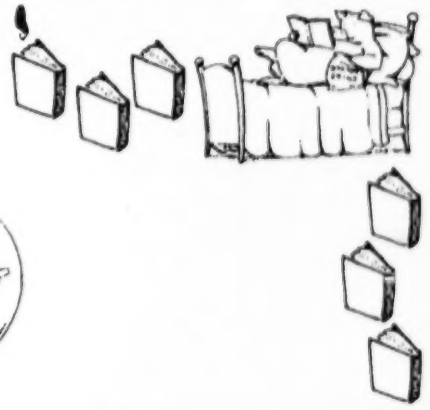
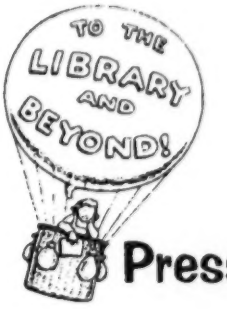
Borders

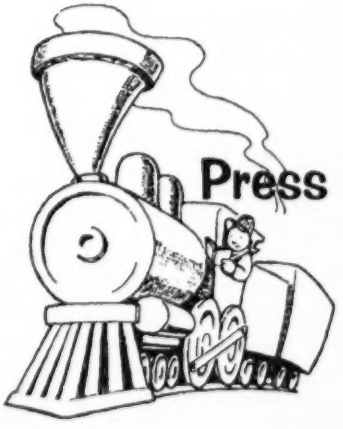
Use these borders and banners to decorate your letters, press releases and flyers.







Press Release



Press Release

Press Release

¡A la biblioteca y más allá! **¡A la biblioteca y más allá!**

¡A la biblioteca y más allá! ¡A la biblioteca y más allá!

¡A la biblioteca y más allá! *¡A la biblioteca y más allá!*

¡A la biblioteca y más allá! *¡A la biblioteca y más allá!*

¡A la biblioteca y más allá! **¡A la biblioteca y más allá!**

¡A la biblioteca y más allá! **¡A la biblioteca y más allá!**

¡A la biblioteca y más allá! ¡A la biblioteca y más allá!

¡A la biblioteca y más allá! ¡A LA BIBLIOTECA Y MÁS ALLÁ!

To the Library and Beyond! **To the Library and Beyond!**

To the Library and Beyond! To the Library and Beyond!

To the Library and Beyond! *To the Library and Beyond!*

To the Library and Beyond! To the Library and Beyond!

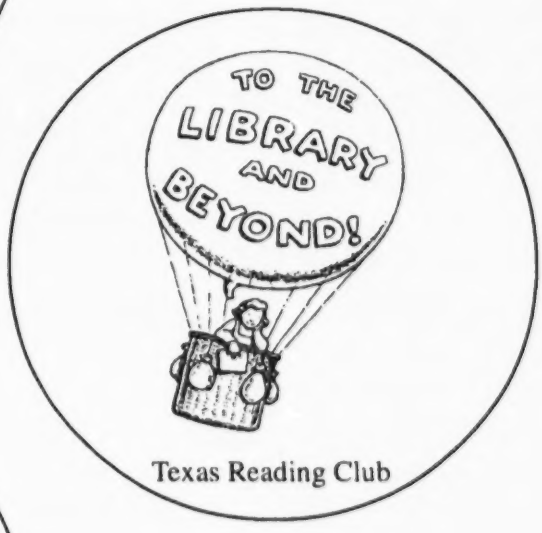
To the Library and Beyond! **To the Library and Beyond!**

To the Library and Beyond! **To the Library and Beyond!**

To the Library and Beyond! To the Library and Beyond!

To the Library and Beyond! TO THE LIBRARY AND BEYOND!

TO THE
LIBRARY
AND BEYOND!
Texas Reading Club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y más allá!
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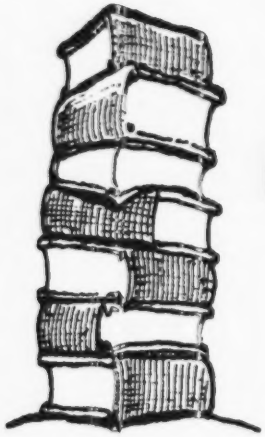
and Beyond!
Texas Reading Club



Certificate of Appreciation

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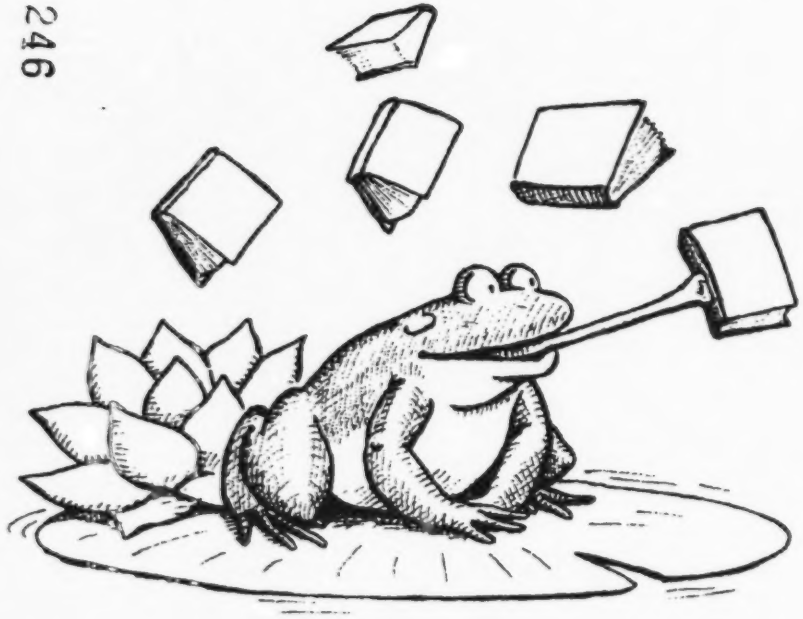

_____

Library

_____

For support of the Texas Reading Club

_____

Date

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Title Log

Name _____

Address _____

City _____

State _____ ZIP _____

School _____

Grade _____ Age ____

Write the titles of the books you read below:

1. _____

2. _____

3. _____

4. _____

5. _____

To the Library and Beyond!

Texas Reading Club 2001

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Title Log

Name _____

Address _____

City _____

State _____ ZIP _____

School _____

Grade _____ Age ____

Write the titles of the books you read below:

1. _____

2. _____

3. _____

4. _____

5. _____

To the Library and Beyond!

Texas Reading Club 2001

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Write the total number of books you read on the bear's book:

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Write the total number of books you read on the bear's book:

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
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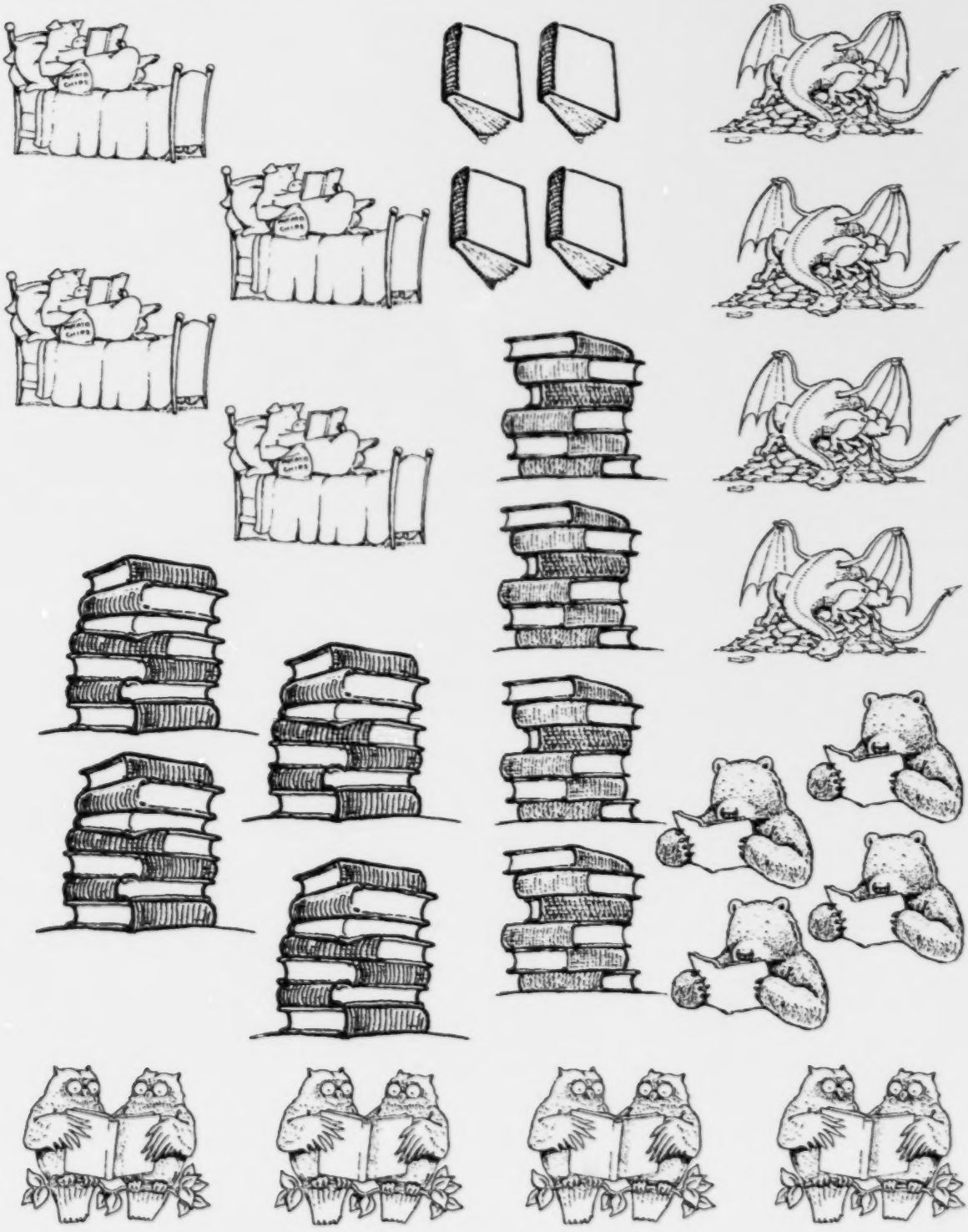
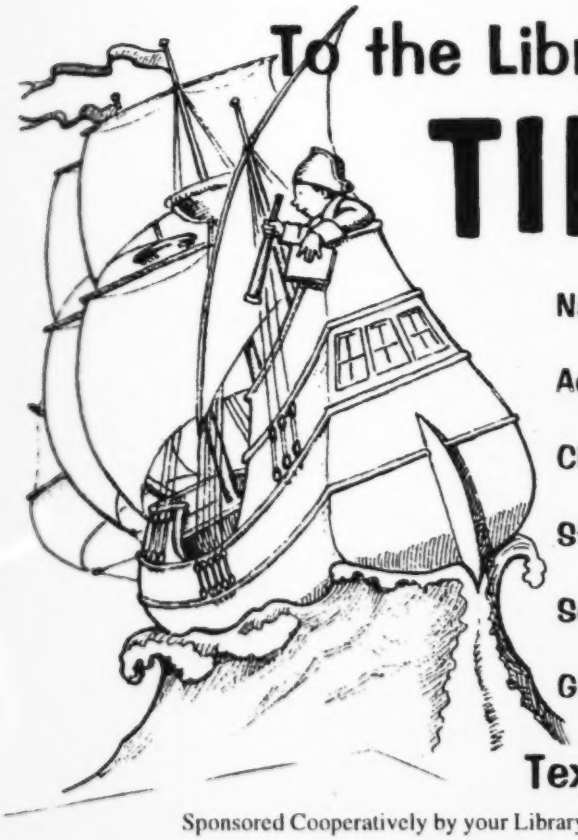
Time Log

Name _____

Color or check mark one symbol for each 15 minutes you read.
Each group of symbols = one hour





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TIME LOG

Name _____

Address _____

City _____

State _____ ZIP_____

School _____

Grade _____ Age_____

Texas Reading Club 2001

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To the Library and Beyond!

TIME LOG

Name _____

Address _____

City _____

State _____ ZIP_____

School _____

Grade _____ Age_____

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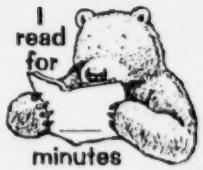
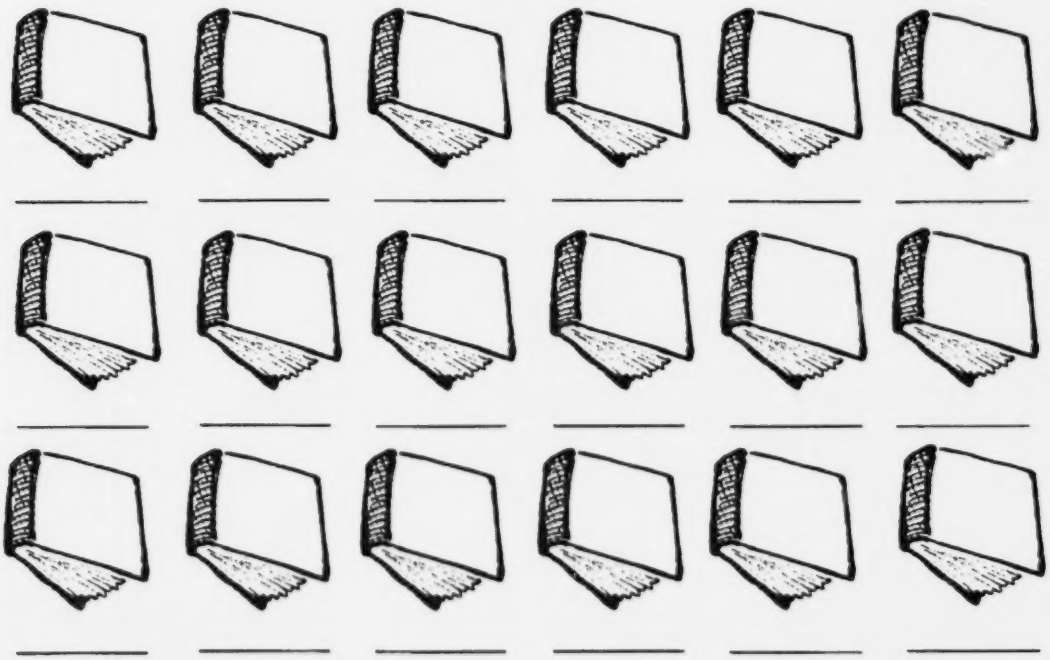
Color in the books below to count the time you spent reading.

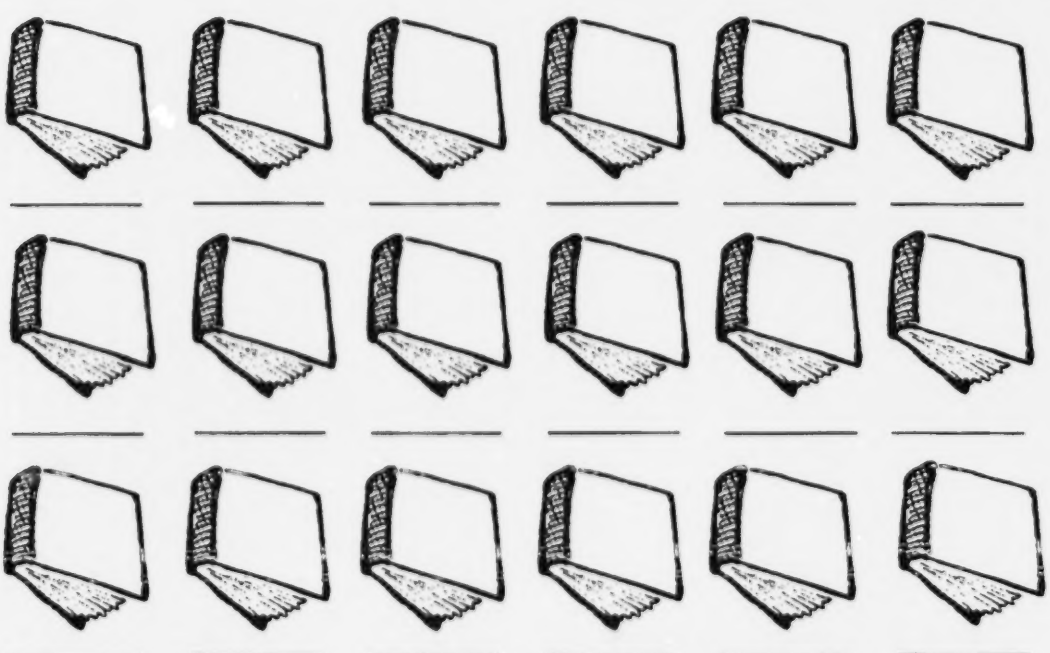


Put your total here: _____

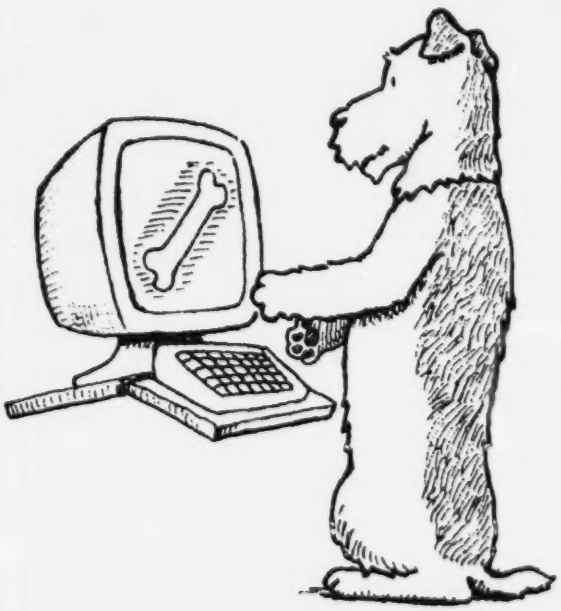


Color in the books below to count the time you spent reading.

Put your total here: _____



See Where You Can Go!



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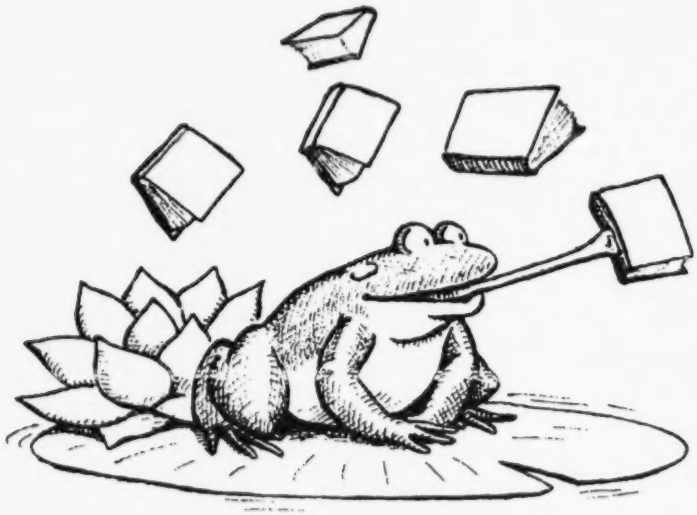

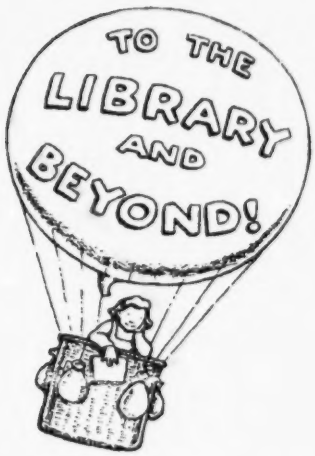
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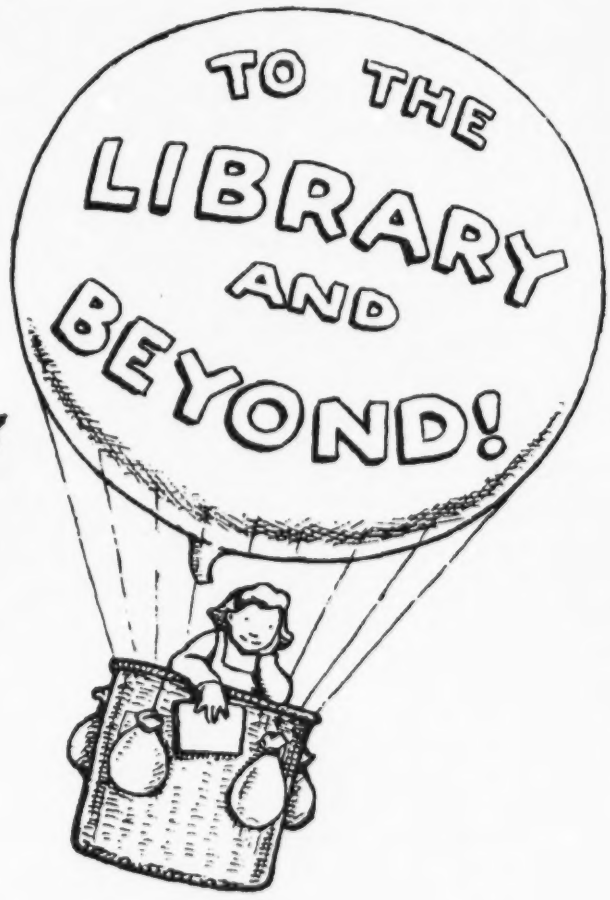
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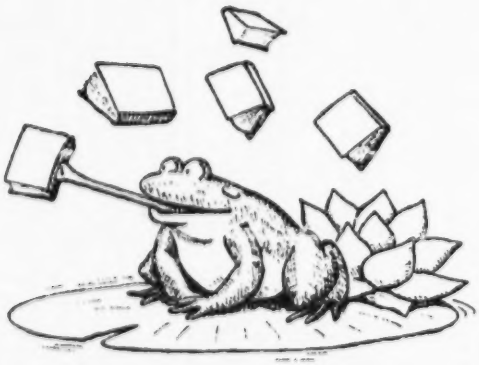
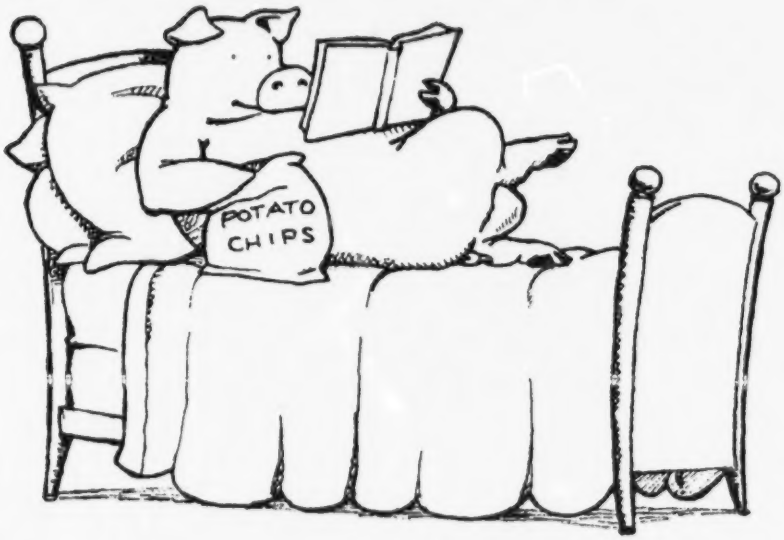
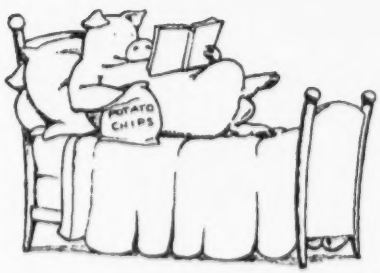
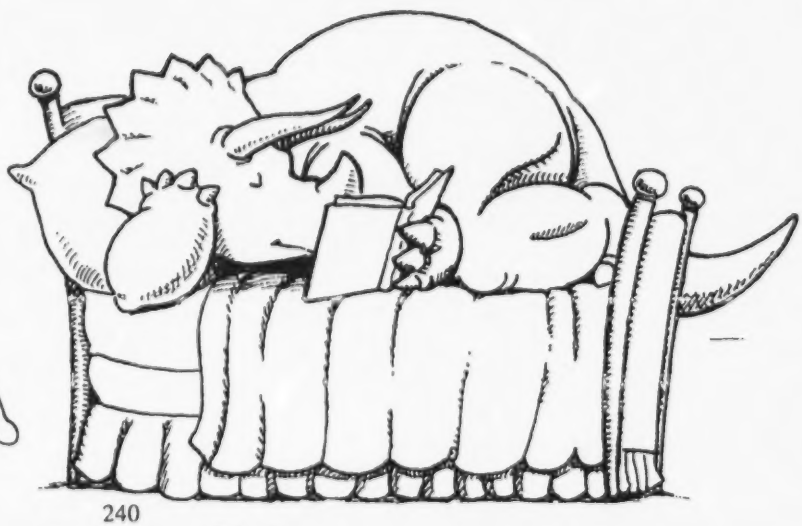
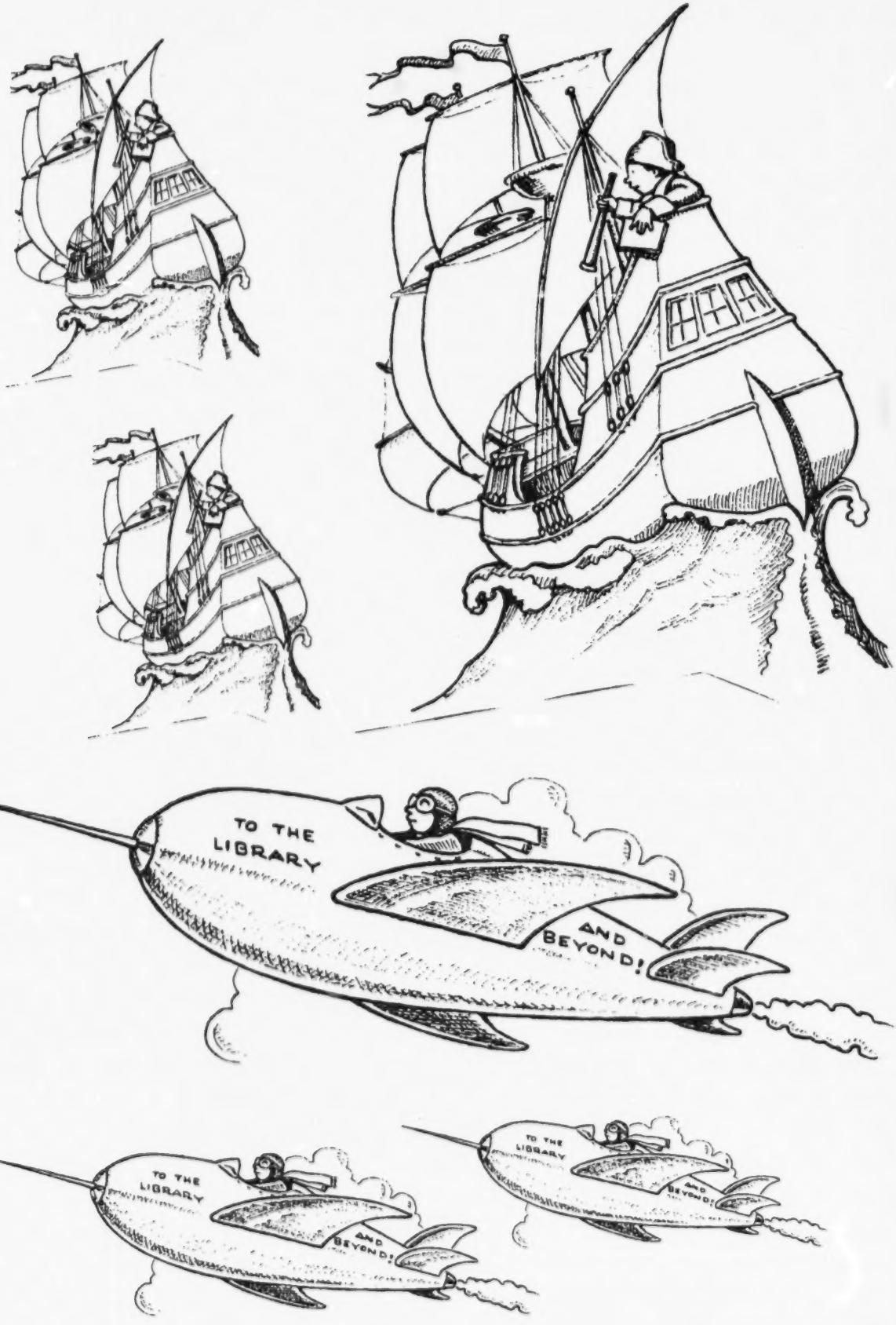



POTATO
CHIPS


POTATO
CHIPS

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AND BEYOND!
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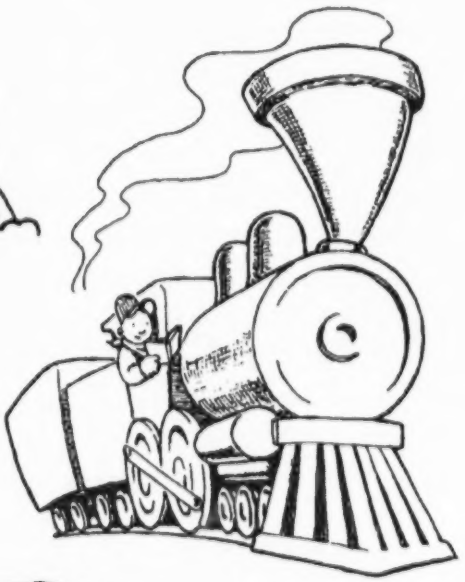
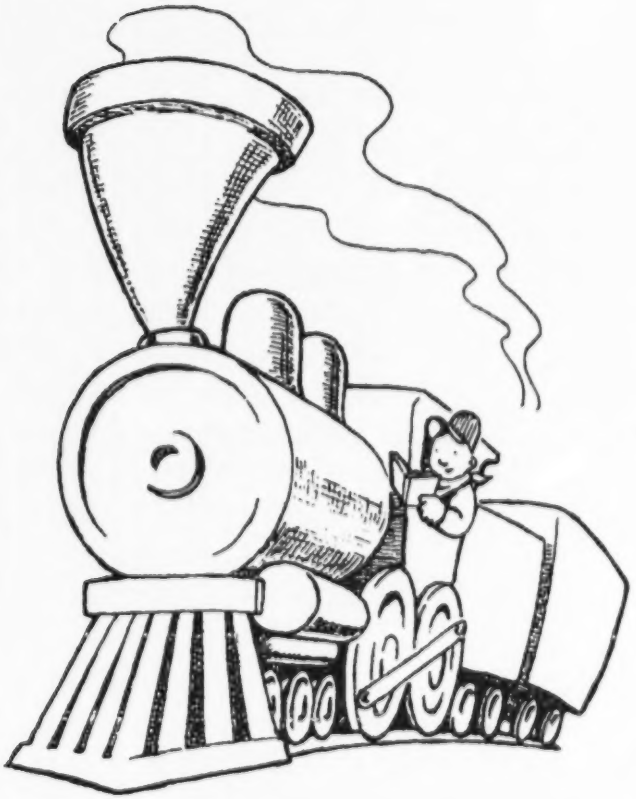
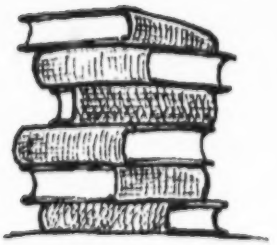
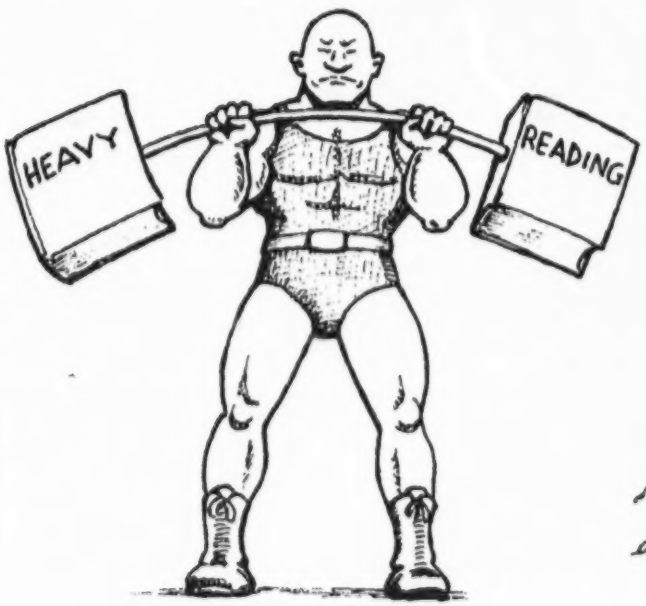


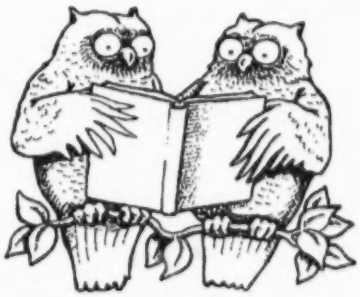




ASTRONOMY

HEAVY
READING


HEAVY
READING



HEAVY
READING

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